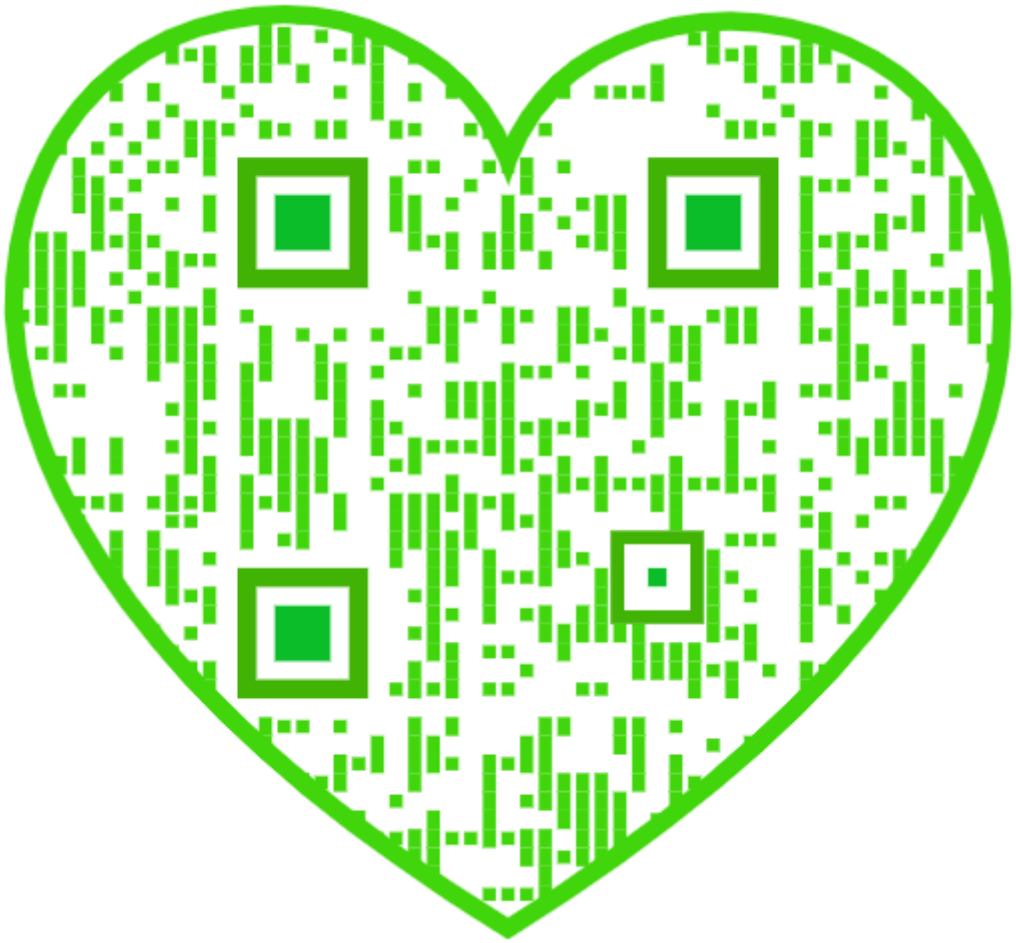

AMERICAN EDUCATION SERIES

GEORGE DRAYTON STRAYER, GENERAL EDITOR

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SUCCESSFUL TEACHING
IN RURAL SCHOOLS

BY

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NEW YORK CINCINNATI CHICAGO
BOSTON ATLANTA

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EDITOR'S INTRODUCTION

If our American public school system is to provide adequately for the education of all boys and girls, the rural schools of the United States must be improved. It is important in the consideration of this problem that we discuss methods of finance and of administration. It is even more important that well-trained teachers be placed in every classroom, and that those already at work in rural schools grow increasingly more efficient.

In this volume the author has presented to rural school-teachers a record of achievement by a group of rural school-teachers which is not only enlightening but inspiring. The book could not have been written by one who approached the problem as a theorist. It is out of a rich experience in achieving the ideals set forth, that Dr. Pittman has written to the rural school-teachers of the United States.

"Successful Teaching in Rural Schools" meets the standard set for the American Education Series because it contributes directly to the improvement of the practice of those who work in rural schools. It is confessedly a book which grows out of the optimism and enthusiasm of one who has found it possible to help rural school-teachers to achieve success.

The author has most fortunately used the letter written by one teacher to another as the form of presenting his contribution. The genuineness of the problems which are discussed and the reality of the solutions proposed could

not have been so well expressed had the author followed the usual topical method of discussion. The references which are given and the questions which are offered for discussion make the book most available for courses on rural school problems in teacher-training institutions or for the courses organized under the direction of state reading circles.

GEORGE D. STRAYER

PREFACE

THE story which follows is a description of an experiment in which an attempt was made to apply present day educational theory and scientific educational principles and technique to the most difficult American educational situation—the one-teacher rural school. The story is based upon fact. Only enough liberty has been taken with the facts to fill out a fairly general treatment of elementary education as it is applied by the classroom teacher. The hope of the author is that he may transmit to other children, parents, and teachers the spirit of the children, parents, and teachers of the fifteen rural schools which made this story possible.

The author is indebted to so many people for their contributions to this book that no attempt will be made to name them. Many of them appear, in spirit, in the story. I shall leave the reader to thank them when they make their contribution to his life as they have to mine.

The author and the publishers wish to acknowledge their obligation to Mr. Henry Holcomb Bennett for permission to use his copyright poem, "The Flag Goes By," as the basis of a demonstration lesson. M. S. P.

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CHAPTER I

MARTHA SETS HER HOUSE IN ORDER AND PHILOSOPHIZES ON THE NEEDS OF THE RURAL SCHOOLS

September 3

Dear Hilda:

Here I am once more back at old Rondell. For the third time the early September days have found me setting my house in order. It is no small task either, for during the summer season a Mid-Western rural school building serves a variety of purposes. Roving harvest hands find it the oasis in the desert. The secret councils of the Royal Order of Boy Errantry hold their midnight conclaves there. Such of the animal kingdom as desire a temporary shelter find there a convenient place of refuge.

Mr. Inkle was at the schoolhouse this morning and mowed the yard. This afternoon some of the children and I scoured the floor, dusted the pictures, arranged the books in the bookcase and hung the curtains. Mrs. Worthy had laundered them for us during the summer. We did a few other things to make the place habitable when we return to our school work next Monday morning.

I had two pleasant surprises when I got back yesterday. The first was that the school board had decided to have nine months of school this year instead of eight for which I had contracted at the close of the term last spring. The second was that my salary had been raised from eighty to one hundred dollars per month. What do you think of

that? When I heard it, I almost fainted from surprise. When I asked why they did it, Mr. Inkle said that the farmers had had to raise the salary of the harvest hands twenty-five per cent during the season and that the board thought that I was a pretty good harvest hand. He said the children of the community are the finest crop that the community grows. "Besides," he said, "I understand

MARTHA AND HILDA WORKING ON THE COOK CAR

that you have been pulling down a hundred dollars per month ever since the close of school as chief cook for a threshing crew. We thought if you are worth a hundred dollars as a cook for fifteen men, you ought to be worth as much as teacher and part-time cook for fifteen children. I am sure you work as hard in the winter as you do in the summer."

That sort of attitude on the part of the school board causes me to want to continue to be a teacher. There are some things, though, Hilda, that make me want to "chuck the job and take to a cook car for keeps." It is not the lack of pay or the absence of a sort of appreciation.

It is the absence of professional companionship, contact, and inspiration.

You and I had lots of fun this summer planning our meals even though there was a very narrow menu possible. The difficulty actually added to the interest of the task. Planning the meal with you and then watching the effect of it on the men was worth almost as much to me as the hundred dollars that I received. I enjoyed the work and forgot the pay. That is what I need in the school work—someone to help me plan, someone to inspire my plan, someone to appreciate, in an intelligent manner, the things that I plan and perform. I do not want, merely, general, blind appreciation. I want appreciation of particular planning and performing.

Last summer I looked forward to the meals at which we had cream cake, with almost as much enthusiasm as did old red Ole Hanson himself for I knew how much he would appreciate that meal. It was always a joy to serve wieners and sauerkraut to Fritzie Reitz, macaroni and cheese to Rafael Spataro, and hot biscuits and molasses to old long "Alabam" Smith, for I knew that it would make each one feel that he was at home once again. If each one, when his home dish was served, said: "Miss Martha, this is just like mother used to make," then I knew that as a cook I had "arrived," for each of them was an intelligent critic of his own home dish. Would that we had intelligent critics in the school work, who have an appetite for good teaching as those boys had for good food, and who have human qualities that have lost nothing by being transported from the dinner table to the schoolroom.

The trouble with this rural school work in the Middle West—and in the whole country, if I am any judge—is that the teachers are too far apart for companionship. To begin with, we are usually a lot of high school girls who are blessed chiefly with youth, romantic notions, and a desire for companionship. We are very *plastic*, capable of being made or marred very easily and very quickly. If we meet the right influences, we become socially useful and personally noble; if we meet the wrong influences, too many of us, socially and personally, wither and die.

About the only social life we have out here is the barn dance and that, according to my observation, is not the sort of atmosphere in which great teachers grow.

I do not know, but it seems to me that if we had some one who would organize these rural teachers into little social, educational groups, in which they would do some educational planning and performing, and some plain, ordinary, wholesome playing of a sort that young teachers, considered as young human beings, would enjoy, it might change the whole rural educational and social situation. I do not know how it could be done. It is very presumptuous in me, certainly, to be even talking about it when all of the big educators, from Theodore Roosevelt and his Country Life Commission down to the county superintendents of the country, have been devoting themselves to this problem ever since 1907. But, presumptuous or not, I think I have some ideas about it. I believe that one of the troubles is that too much of the country life work has been done from afar—New York City, Washington, and at our national, state, and county educational meetings. Too much of it has been on paper and too little on

the soil. Too much has been big talk about it. We need some one actually to *do* something about it.

Doubtless, Hilda, you think by this time that I am trying to get you to turn educational reformer and do the impossible. Well, if you should happen to have a plan, suppose you quietly put it to the test. If it works, then tell the world about it. That would be an interesting change in educational practice.

Gloriously gloomy,

Martha

HILDA'S MEDITATIONS

1. Should country school buildings and grounds have a caretaker during the summer months to prevent vandalism and to keep them in such condition that they would be a community pride? What would it cost in money? What would it be worth in rural ideals?

2. What should be the ratio between the salaries of teachers and the salaries of other people employed in a community in order to encourage efficient people to engage in teaching?

3. What may be done to keep rural school boards abreast with the times? Could the county superintendent help? How?

4. Is it true that intelligent appreciation is the thing most needed to inspire teachers to professional growth and to efficient service?

5. How can teachers be grouped in my county so that we may have enough in each group for effective work and so that our interests would be the same?

6. How can a social aspect be added to a teachers' meeting so that teachers will feel socially delighted as well as professionally edified?

7. What was the Country Life Commission? What did the Country Life Commission find? What did it recommend?

8. Is Martha correct in her statement that too many of the rural solutions are paper solutions? What can we rural teachers do to change this situation?

9. Why does Martha suggest that I work my plan before I tell about it?

What Hilda Read in order to Answer Her Questions:

Teachers' Salaries and Salary Schedules—National Education Association Bulletin, Series No. 6—Dr. E. S. Evenden.

Report of the Country Life Commission—Roosevelt.

The Teacher, the School, and the Community—McFee. Chapter IV.

Rural Life and the Rural School—Kennedy. Chapters IV, V, VII.

CHAPTER II

MARTHA'S PRAYER IS ANSWERED BUT SHE IS FRIGHTENED BY THE ANSWER

September 10

Dear Hilda:

Your letter with a boost in it came yesterday. You were always a confirmed optimist. Last summer when I sometimes let the bread, the pie crust, or the bacon burn, you would console me by saying that the men liked it better that way and that, furthermore, charcoal was good for digestion. So, here your letter comes saying that since I see the rural school situation as I do, you believe I shall have an opportunity to see my hopes realized. You must be the daughter of a prophet, for just to-day I have a letter from Miss Gallop, our county superintendent, saying that a gentleman is coming out here from a big University to put on a test demonstration in rural school supervision and that she has designated my school as one of fifteen in the demonstration.

Bang! Kerplunk! Just like that! Out of a clear sky this educational thunderbolt has fallen. So, I suppose it is up to me to play the game or cease my criticism. I have been talking about the work being done from afar, but now it has come uncomfortably near and so suddenly that it has taken my breath.

The very thought of this, Hilda, gives me mingled feelings of thrill and chill; thrill because of the possibility

and chill because of the fear of failure. He is coming from the Teachers College of the University. I have a mental picture of him now—tall, bald-headed, spectacled, and effeminate. In one hand he has an umbrella and in the other a thesis bag filled with a lot of theoretical tests. He will talk in long psychological terms that no one but an encyclopedia can understand. That theoretical, psychological stuff may be all right, I don't know much about it. Miss Bengston used to tell us something about it in our teachers' training class at the high school. Yes, it may be all right, but I believe that what these rural teachers and rural folks need above everything else, is a real human being to associate with them and get them to associate with each other. They don't need to be tested to find out where they are. They need to be boosted to where they should be. Everybody knows that the rural educational and social situation is in a bad condition; so, why have a lot of statistics to prove it? We admit it without proof. Besides, for my part, I am not sure just how much thrill or honor will result from being one of a group of teachers, and having my school one of a group of schools to prove how much better eastern teachers and eastern schools are than are the rural teachers and rural schools on the prairies of the Middle West.

So, you see, Hilda, now that we have, in a way, what in my last letter I said we need, I am squirming like a fish in the fry. I am doing so because I have my fears and my doubts. I fear that this supervision will be just a dry, dehumanized, "high-browish" sort of inspection. I doubt that anything that is really close down to the earth where real people actually live could come out of a big fossilized university.

There is another thing that gives me a chill. I have an image now of that aforesaid spectacled gentleman sitting in one corner of my schoolroom, with notebook and pencil in hand, writing down how many questions I ask during one fifteen-minute lesson period, how many times I call the child's name before I ask the question and noting all of the other pedagogical and grammatical crimes of which I am guilty. I always have a chill at the very thought of the annual visit of the county superintendent, good and sympathetic as I know her to be. Therefore, what shall I do in the presence of a grim ogre like this spectacled professor from a dry-as-dust university?

If you never hear from me again, you may know that I have fallen dead with heart failure on the occasion of his first inspection. Quiveringly curious as to what the results of the demonstration will be, I am,

Devotedly,

Martha

HILDA'S MEDITATIONS

1. Why does Martha think that universities are "dry as dust" and "fossilized?" Are they, or she, or someone else responsible for this idea?

2. I wonder how I would feel if a college professor were to come and sit in my schoolroom and watch my teaching and write down what I said and did? I wonder if the purpose for which he would be observing would make any difference in my feelings?

3. What should be the qualities of a supervisor in order that he might be of greatest service to his teachers and to the people whom he served?

WHAT HILDA READ IN ORDER TO ANSWER HER QUESTIONS:

Rural Life and Education—Cubberley. Chapter XII.
Rural Life and The Rural School—Kennedy. Chapter XI.

CHAPTER III

THE PROFESSOR APPEARS AT MARTHA'S SCHOOL

September 27

Dear Hilda:

He has been here. By "he" I mean Mr. William Hoppes Moore, the supervisor of whom I wrote you in my last letter with such quivering curiosity and mortal dread. Sure enough he came with a thesis bag filled with Standardized Tests but he did not have an umbrella, a bald head, spectacles, or an effeminate manner. He is a real human being with a smile that wins, a hand shake that one remembers, and a businesslike manner that does not keep one guessing very long what his purpose is.

He spent the entire morning with us testing the children in reading, arithmetic, spelling, composition, and penmanship. I thought the children would be dreadfully bored by the tests but they were not. Usually they dread examinations as if they were a great malady but to-day Mr. Moore made a sort of game out of them. He told the children, also, that next May he would give them another test to see how much they grow during the year. This delighted them very much. They are always measuring to see how much they have grown, and weighing to see how much they have gained. This idea of testing them to see how much their brains grow amused them greatly. Already they are beginning to speculate on how much they can grow in arithmetic in one year. I never before saw chil-

dren wishing for an examination a year before it happens but that is exactly what they are doing to-night.

You see, Hilda, how quickly one's outlook on life can change from pessimism and dread to optimism and joy. The grim ogre existed only in my overstimulated brain. The university which I thought could be only "dry" and "fossilized" has sent forth a very live human being who laughs, plays, and works just like other people who have never spent a day on a university campus. I suppose, after all, it is the person that counts, and not the place from which he comes.

From this you will see that my faith in the possibilities of the experiment has changed. Not only was I joyfully disappointed in the appearance and manner of the supervisor but I was also greatly relieved over the nature of the Standardized Tests. I had feared that they would be so academic that they would prove of little help to us and that I would be unable to understand them. They do not seem so difficult. My opportunity to study them was very limited this morning. I shall reserve final judgment on them until I see more of the effects. One thing is certain: My children are longing for the time to come for them to take those tests again. That is worth something in itself.

There is one other thing that causes me hopefully to believe that the demonstration may prove a success and really do some good—that is, the arrangement of the schools in the Demonstration District. Miss Gallop had planned to have fifteen schools selected from various parts of the county, but since Mr. Moore has arrived he has changed the plan. He has selected the schools south of Amberville which lie in the vicinity of Warren. He did

not select only the good schools where the people are intelligent and progressive, the teachers ambitious and well trained, and the buildings convenient and attractive. He has taken the schools just as they came—good, bad and indifferent. I believe this the better plan.

One of the troubles in the past has been that in matters educational, we have been giving only to those who already had and not giving to everyone according to his needs—to speak somewhat in Sunday-school terms. Of course, I know that we can make a fine hog out of a well-bred pig, a better teacher and school out of a good teacher and good school—but what of the poor teacher and the poor school? They are in the great majority in the rural sections of America, and it is about them that I am most concerned. They are the people that need some demonstrating done with them.

We need some Moses to rise up in those particular sections of the country where tenant ideals prevail and lead the people to the promised land of better educational, economic and social ideals. We do not want these Moseses to lead the people OUT of the land but to lead them while ON the land.

Many of the farmers of the Middle West (and of America) do not live on the land. They have a country farm but a town residence. Many of our farmers who do not own the land they till, have only one-year plans, except in so far as they plan to move every year. The result of these two farm facts is a decadent, short-sighted social program for the rural districts.

To make bad matters worse, our teachers are of the same type—they have only one-year plans. I asked Mr.

Moore to-day how many of the teachers in his demonstration group had taught the same school last year which they are to teach this. He said that he had investigated that point immediately after deciding upon this group of schools and found that there are only two out of the fifteen. That looks pretty bad for the teaching profession, don't you think so, Hilda? If we teachers are the persons who are to create and inspire the social ideals of the nation, what will those ideals be? If annual change is to be the great social lesson we teach, surely America will soon be a nation of nomads.

The main reason why I am glad that Mr. Moore has decided on this arrangement of his schools instead of the other, is, that in this plan, the teachers can get together. He tells me that he plans for monthly meetings in the Demonstration Zone (that is what he calls the group of schools) which all of the teachers will attend. It is not more than twelve miles from the farthest school on one side of the district to the most remote school on the other side. This, you see, Hilda, will bring together neighboring teachers who have common situations and common problems and therefore common interests. Whatever is done that will interest and help one of them will interest and help all.

The greatest weakness of our big county teachers' institutes is that there are so many teachers present who represent such different geographical and pedagogical situations, that a common interest and a common problem are practically impossible. In such a big teachers' meeting it is practically impossible for a speaker to be definite for fear of being tiresome. If he *is* general in his work, it is

profitless to all. The best thing about a small group, such as ours will be, is that it represents one type of school and one topographical area, and the group will be small enough for all to be able to take a REAL part in the meeting. I always enjoyed hearing you talk, Hilda, but I get more fun out of it when you talk in response to one of my questions or gibes. I enjoy some speeches that graphophones make but chiefly because they are not over two minutes in length. I would die of tongue paralysis and brain indigestion if I had to listen to one of them for forty minutes or an hour. That's what I have often come near doing at county institutes. When this one-sided talk-fest is continued for three days or a week, I fall into a stupor and save my life by mental hibernation, or else I turn Bolshevist and want to revolutionize the whole institute scheme. I believe that there should be written over the door of every place where a teachers' meeting is held—"Equality, Fraternity, Participation."

This ideal cannot well be realized where the crowd is too large. You cannot have equality where the teaching situations are unlike, where the professional equipments are very dissimilar or unequal, and where the purposes of the teachers are too divergent.

Fraternity is based upon consciousness of kind. "Birds of a feather flock together," and where the feathers are not alike and where there is no consciousness of kind, "fraternity" is impossible.

Even more important in the teachers' meeting than "equality" or "fraternity" is "participation." At too many of our institutes the instructors do all the work. During the first hours of the meeting, the teachers sit

and think, and after that they only sit. To make an institute really of value to the teachers, there must be some opportunity for expression whenever there is a real impression. In an institute, I believe that discussion is far better than addresses, and doing, far better than talking.

You see, Hilda, all that I need is a soap box in order to be entitled to a prison sentence, or to be worthy of deportation. But I am not so bad or so discouraged as I sound. I am far more happy educationally than I have been for more than a year. I used to think about this matter but I saw no way out. I was in the intellectual brush and saw no clearing ahead, but since meeting Mr. Moore to-day, hearing a bit of his hopes and plans, watching him work and seeing him play,—I say, since then, I am all buoyed up with hope. I see a path in the forest that seems to grow wider as it advances. I believe it will lead out to valleys green and waters clear, where people don't camp but where they live; where teachers live at the same place in which they labor; where good schools are made better; and more important still, where poor schools are made good, and where the school is the center of the community's activities and the teachers are the community's priests and prophets as well as the community's obedient slaves.

Joyously disappointed,
Martha

HILDA'S MEDITATIONS

1. What are Standardized Tests? How do they differ from other tests? Would it be a good plan to test every school at the beginning and at the end of each year in some way that would

really show how much the children have advanced in a subject during the year? I wonder if a Standardized Test will show that? If it will, I am for it. I cannot tell that, by the tests which I give.

2. What is the geographical organization of the schools near mine which would be most satisfactory for forming such a group as Martha has?

3. Is there a Moses in our county that could lead us, educationally, to a Promised Land? Is it necessary to get one from a foreign land or have we one among us to take that place? How was the real Moses prepared to lead? Is preparation necessary? What preparation? Would we, like the children of Israel, distrust our leadership and long for the "old way" when difficulties arise?

4. Why do rural teachers change their positions so often? Is the situation in our county as bad as it appears to be where Martha works?

5. What is the prime purpose of the teachers' institute? Does our institute accomplish that aim? What plan could be substituted that would provide the desired results without causing other disadvantages greater than those we now have? Should every teacher actually participate in the work of the institute?

6. Is it important that the rural teacher live where he or she teaches? What are the advantages? the disadvantages?

What Hilda Read in order to Answer Her Questions:

Measuring the Results of Teaching—Monroe. Chapters I and XI.
The Value of School Supervision—Pittman. Chapters I, IV, VIII.
Educational Tests and Measurements—Monroe, DeVoss and Kelly. Chapters I and XI.
Rural Life and the Rural School—Kennedy. Chapter XIII.
Our Public Schools—Corson. Chapters V and VII.

CHAPTER IV

MARTHA DISCOVERS THE PRACTICAL VALUE OF THEORETICAL TESTS

October 3

Dear Hilda:

To-day we, the teachers of the Demonstration District, met in Warren and held our first meeting. At the beginning Mr. Moore made a little talk—not a speech—telling us what he wanted to do this year and that he wanted us to help him. He wants to see what a group of rural teachers can do in one year toward improving the quality of the school work—the quality to be determined at the beginning and again at the end. In order to make the idea plain to us he brought along the reading papers of the tests that he recently gave in our schools. We devoted the morning to grading these papers.

Possibly you have never seen any of these papers. I never had until they were used in my school. The test paper is of this sort: It contains a little story which the children read silently. All of the children taking the test, begin on a signal and stop on a signal. They read for three minutes. Every half minute as the reading proceeds, the person who is directing the test says "Mark." By means of these marks the speed at which the child reads, the number of words he reads per minute, is determined. These are the rates at which children should read according to the grades of the school, beginning with the third.

Third	Fourth	Fifth	Sixth	Seventh	Eighth
113	145	168	191	228	240

I never knew this until this morning. I did not know that there was a STANDARD rate at which children should read corresponding to the grade in which they happened to be. I was dumbfounded to find that my pupils were reading only about half as fast as they should. I always thought that I was born a little short, and now I can see that all of the teachers that I have ever had, so taught that they have perpetuated that shortness.

The little story which the children read had questions asked about it, all of which could be answered by "Yes" or "No." We found that the children were slow in answering these questions just as they were in reading the lines. Now, if a child misses one of these questions, answers it incorrectly, instead of missing one question he has really missed two, for you see, Hilda, he could shut his eyes and write "Yes" after every question and still get half of them right since there are as many "yes" questions as there are "no" questions. If he answers fifty out of one hundred such questions, it does not mean that he understands half of it but that he does not understand any of it—it is all guess work.

I am enclosing a sample copy of the Courtis Reading Test. To me the most interesting discovery of the day was the fact that those children who read quite rapidly were the children who also read well, that is, who understood what they read. They could answer the questions correctly. Mr. Moore says that this is usually true in all types of work—fast workers are the more accurate workers.

That was a brand new thought to me. My teachers used to say: "Martha, read more slowly. You cannot understand what you are reading when you go so fast." I have been saying the same things to my children ever since I've been teaching. So, you see, Hilda, what great injustice and irreparable damage a teacher can do to a child simply because she does not know, even though she may care ever so much. The barbarian mother loves her children but that does not save the child from the ignorance of the mother's act. I am now convinced that love alone, important as it is, will not make a successful school.

I wrote you recently that I would reserve my judgment on the "theoretical tests" until later. Well, my suspicions are all gone. My judgment is made up now; I saw some reading truths more clearly this morning, as a result of two hours of grading those Standard Tests, than I have ever been able to see them as a result of all of my experience in teaching the subject. Long before we got through grading the papers and before Mr. Moore got through finding what he called the "Median" (the grade of the middle child of each group) I say, long before that, I could hear the teachers saying: "Well, what do you think of that?" "Well, I'll be blessed if this isn't interesting!" "Who would have thought it!" "What shall we do about it?" "How can we make the children read more rapidly and more understandingly?" and such other questions of surprise and of appeal for professional help.

When we were through grading and Mr. Moore had worked out all of the "Medians" and compared them with the "Standards"—that is what the children should

be able to do—then he said: "Teachers, do you see our problem?" Everyone did.

Then he said: "How many of you want to join a group to see what we can do about it? I have selected you and your schools purely on the basis of convenience but I don't want you in the group unless you really want to be, unless you are really interested in the problem. This work will not raise your salary. It will probably increase your expenses, if you attend all of the teachers' meetings as you should, in order to get the most out of the work. It will test your purpose and your pluck to get to these meetings on cold days and with bad roads. If you are not going to come to these meetings in spite of all difficulties, I advise you not to join the group. Furthermore, if you join this group and do what you should do, it will greatly increase your work. I do not want you in the group unless you are willing to go in, heart and soul."

Believe me or not, but the more he talked the more interested I became. I watched the other teachers and I saw that it was having the same effect upon them. The more difficult he pictured the task, the more everyone wanted to tackle it. I believe that is usually true, Hilda. There is something innate in human nature that rises to meet a challenge of difficulty.

When Mr. Moore finished telling how hard it would really be to do the job, he asked: "Who of you want to forget your beaux, disregard all money consideration, defy the weather, ignore the roads, and multiply your school work for this school year?" Before he was through with his question, every hand was in the air. All fifteen were shouting, "I do."

"Then I suggest that you organize yourselves into a little club for business purposes," he said.

We were a little ignorant of organization, but we soon had a president, a vice-president, and a secretary. Miss Wyman was made president, Miss Beulah Walker, vice-president, and your pestiferous correspondent was selected to keep the record straight. They evidently knew my weakness for spreading ink on paper.

It was noon. We adjourned with the announcement that we would have some demonstration lessons at the afternoon session of the club.

We were back from our dinner and ready for work at 1 P. M. sharp. Mr. Moore had arranged to have the fifth grade of the Warren school present to be used in the afternoon demonstrations. He distributed the following brief outline:

GENERAL SUGGESTIONS ON READING IN THE PUBLIC SCHOOLS

BY

W. H. Moore, Demonstration Helping Teacher.

Silent Reading:

Authorities declare—

1. That we read much more, silently than orally.
2. That school practice often retards rapid, thoughtful, silent reading because
   (a) It does not give sufficient emphasis to speed and to thought-getting.
   (b) It fixes a very slow rate by unduly emphasizing oral reading.
   (c) It often encourages lip readers.
   (d) It limits the daily lessons to such a small amount of subject matter.
   (e) It destroys the child's initiative.
   (f) It subordinates thought to sound.

3. That silent reading can be much more rapid than oral reading.

4. That rapid readers get and can reproduce much more of the thought of what they read than can slow readers.

If these criticisms are well founded, it seems clear that we should give more thought and time to teaching silent reading and less to teaching the type of oral reading of which the authorities complain.

In our silent reading, it is clear that we must have two large purposes in mind:

1. To develop speed.
2. To develop power in thought-getting.

These may be secured through the following means:

1. Use reading material that is easy for the child.
2. Use material that has strong appeal for the child.
3. Have contests between children in speed and thought-getting.
4. Have large lesson or story aims to guide children.
5. Have small paragraph or thought aims to guide children.

The points of this outline were discussed briefly and then Mr. Moore said he would try to illustrate how to increase speed and thought-getting through a reading recitation. He distributed the following outline of the lesson which he was going to teach and asked us to follow it as we observed the demonstration.

Teacher's Aim—To illustrate how to secure rapid, thoughtful, silent reading.

Text: Baldwin and Bender's Fifth Reader, pp. 216–221.

Lesson Title: Who is the Happiest Man?

Words to be presented before the silent reading begins:—Croesus, Solon, Tellus, Cyrus, pyre.

Children's large aim: To find who is the happiest man.

Children's small aims: To find answers most quickly to following questions:

1. To whom is a wealthy man compared?
2. What did King Croesus say of himself?
3. To whom is a wise man compared?

4. What question did Croesus ask of Solon as they dined together?
5. Why did Solon think that Tellus was so deserving of happiness?
6. Who did Solon think were the next happiest? Why?
7. When did Solon say that we could tell that a man is happy and why?
8. What order did King Cyrus give his soldiers about Croesus?
9. What did the savage soldier say as he ran for a torch?
10. What did Croesus exclaim as he lay on the pyre?
11. How did Cyrus decide to treat Croesus and why?

It was truly an eye-opener to see Mr. Moore teach that lesson. He would ask the question and then all the children would open their books at the same time and read for dear life. As soon as a child would find what he thought was the answer to the question, he would close his book and stand. We soon observed that some children read more than twice as rapidly as others. Usually the rapid reader had the best grasp of the thought. Sometimes one would get through too quickly—he had not gotten the right thought. He had jumped to his conclusion. The answers of the other members of the class would show his error. One such error was enough to make a very strong impression upon the child making it.

As I observed that demonstration, I fell to philosophizing. Why not conduct all of our institutes according to some such plans as this? Here was something that all could see, some definite thing about which all could talk. We were all interested in it for we knew that for the entire year we would be teaching reading lessons. No one went to sleep or yawned or even read a magazine while that lesson or the discussion which followed it was in progress.

When Mr. Moore was through with the demonstration, he said: "Teachers, that was not a very good demonstration of this type of a lesson. I am not an expert teacher and these children are new to me. I have taught this not as a model lesson but as a suggestive lesson. From the interest you have manifested, I am sure that when I visit you in your own schools, I shall find you doing much better work on this idea than I have been able to do this afternoon. I shall visit you all during the week before the fourth Saturday from now. I shall write you later the exact hour that I shall be at each of your schools."

We then discussed the lesson somewhat in detail. Every teacher asked some question or made some comment. It was a regular family affair. I suppose you might call that part of the meeting a socialized recitation, for everyone was thinking. Everyone was contributing to the discussion. Nobody made a speech, but everyone made some comment and some contribution.

When we had finished our discussion of the lesson, Mr. Moore called our attention to a list of reading references printed at the bottom of the page on which the general outline was presented. These references cited books by title, chapter, and page where material which bears upon our problem of speed and comprehension in silent reading may be found. He then drew from that pedagogical, professorial thesis bag, of which I have spoken previously with some disdain, copies of all of those books and asked who would like to take a copy for the month. To my wonderment, I saw every teacher in the group walk up and take one. Imagine it, if you can! We have always wailed and groaned at the thought of having to read two books

for the state Reading Circle work. That much was required by law. Here we were each taking a book to read for the month. Here I am to-night about to plunge into Huey's "Psychology and Pedagogy of Reading," and I don't expect to get a thing for doing so except the fun of it—no special credit, no additions to my certificate, no additions to my pay check, "no nothing," Hilda, but professional growth for its own sake. Think of it, I say! Think of it! Wonder of wonders! When will they ever cease?

You see I am so excited over it that I have written to-night just as I talk—no end to it. I have passed the limit already. Forgive me.

Eagerly awaiting next week so I can try my hand on the new idea, I am

Enthusiastically,

Martha

HILDA'S MEDITATIONS

1. Would it be practical for teachers everywhere to give Standard Tests to their own pupils and score the papers? What help would this be to them in their teaching? Could a teacher do all of the scoring of the papers or would she need other judgments besides her own? How many teachers should work together to make an effective scoring team? What advantages would a "self-survey" have over "being surveyed?"

2. Do those standard rates which Martha quotes represent what children do, what they should do, or what they could do? Are the three rates the same? If not, why not?

3. Why does reading easy literature facilitate speed in silent reading? Why does reading interesting material facilitate speed? Why does much reading affect speed? If these are the things needed to facilitate speed in reading, what is the teacher's part in

increasing speed? From what Martha says, it seems that teachers have hindered more than they have helped the speed at which people read; I wonder if that is really true? Why?

4. I wonder if it is difficult to learn how to work out the "medians" and find how a class ranks and how one class compares in one subject to another class in the same subject? How is that comparison made?

5. To what extent does a difficulty increase our determination and our interest? When do difficulties discourage us? Why were those teachers not discouraged by the difficulties which Mr. Moore presented?

6. Why were those teachers more interested in that demonstration lesson on the teaching of silent reading than they would have been on an interesting talk about how to do it? How will that demonstration influence those teachers during next month? Will it have a greater influence than would an interesting lecture on the same subject? What was the purpose of group discussion after the demonstration lesson?

7. Why is it that we teachers usually read only what is required of us? Is that true of any other profession? Why? What would change the situation with us?

What Hilda Read in order to Answer Her Questions:

Measuring the Results of Teaching—Monroe. Chapters I and XI.
Eighteenth Year Book—Reading—Gray. Part II. National Society for the Scientific Study of Education.
How to Teach—Strayer and Norsworthy. Chapter XV, pp. 277–287.
The Supervision of Instruction—Nutt. Chapter XI.
The Classroom Teacher—Strayer and Engelhardt. Chapter III.

CHAPTER V

PREPARATION FOR THE TEACHERS' MEETING

October 31

Dear Hilda:

Everything is in readiness for our meeting to-morrow. At our last meeting I invited the club to meet at our schoolhouse this time. To-morrow is the day. We gather for the professional part of the program at 10 A.M. The people of the neighborhood will come at noon and with them bring the dinner for the crowd. The afternoon will be devoted to community entertainment. All of the teachers, Mr. Moore, and some outside visitors will be present. This will be quite a big event for our community. You see, we have only five families in our school district and for that reason we rarely have any public meetings at the schoolhouse. To-morrow's meeting will be a record breaker for us and the entire community is taking pride in the fact.

It has been a revelation to me to see how the attitude of a community could change in one month. From the day Mr. Moore gave the Standard Tests up to the present moment we have all had a new purpose and a new interest. This has been the biggest month of my school experience. I have been working with an understanding of what I was trying to do. My purpose had point and each day had its thrill of discovery. I have not always been able to do what I undertook but I have been able to know when I succeeded and when I failed. The one has had as much

interest and as much instruction for me as the other. Even failure is beneficial if we know what we are working for and can see wherein and why we fail. I have decided that it is not only success that makes us happy, but that it is intelligent thought on a problem that makes life rich and interesting. It takes a certain amount of failure to make us appreciate success and cause us to really *desire* success. Some failure sharpens one's interest and strengthens one's determination. It helps to define the desired goal. A clear understanding of the goals to be attained is necessary before we are prepared to appreciate success, or to profit from failure.

As suggested by Mr. Moore at our last meeting, I have been working this month particularly on improving the speed and comprehension of the children in silent reading. I have always thought of reading as a sort of progressive declamatory exhibition. The children had to be lined up in a row—sometimes seated, but usually standing. One child would read aloud until the teacher decided he had read far enough, until he broke down and could no longer pronounce the words, or until the teacher caught some other member of the class looking off of his book and had probably lost his place—one or the other of these conditions was the signal for a change. Under that plan little time or attention was ever given to the thought of the selection that was being studied. The purpose of the recitation was not primarily to get information, or to enjoy the selection, but rather to see if all, or any, could pronounce the words. Well, the above picture does not describe the ideal that I have had in mind for the past month. We had very little oral reading and when we did,

there was a definite purpose in it—to settle some disputed point, to get the feeling back of the words, or to see which member of the class could give the best interpretation of some particular passage.

During the month we have been doing all of our reading silently. Speed and thought have been our goals. To find suitable material for all of my children has been my task. I felt that suitable material was the first thing necessary. I had to discover what was suitable. This necessitated much reading on my own part.

I have conducted the work along three lines:

First, there was home reading. For this I have found in our library some supplementary readers with the contents of which the children were not familiar. Some of them contain very interesting stories of some length, stories that would take a child from two to three hours of consecutive reading to cover. I have given the children a little introduction to the story assigned—just enough to whet their appetities—and then have fixed two or three interesting goals for them to attain, little problems to solve, discoveries to make that the stories would reveal. They were cautioned not to let anyone else tell them or read it for them. They were to report upon their findings the next morning. You will be surprised when I tell you that some of my fourth-grade children have been reading and getting the consecutive and detailed thought of as much as one hundred pages per night by this method. I have varied the substance and the quantity according to the grade of the child.

Second, there was the study period during the school day. For this work, sometimes, I have tried to find a

sufficient number of copies of the same material in which they were to find, within a given time, certain facts, answers to certain questions which I asked. Some of the answers were evident, some were concealed. At other times I have presented to them material of equal length but of different substance. After a given time, each child would report his findings and tell how much of his material he covered.

Third, there was the recitation. During the recitation, the same general plan was used except that the units of thought and the time in which they were to be discovered were shorter.

The results have been very great in both of the particulars in which we have been working—speed has been materially increased and ability to get the thought has developed to a degree that surprises me.

The most interesting feature of the work has been to see the children themselves come to a consciousness of what they were trying to do. At the beginning of our work, speed was the phase that impressed them most. A child, in order to be first, would announce that he was ready to answer. Sometimes it was found that he had read so rapidly that he had not gotten the thought. He was then the victim of a bit of ridicule for trying to go too fast. After a while it was found that there was, though, some relation between fast reading and thought-getting. The fast readers usually got the thought better than did the very slow readers. All of them have now become ambitious to read very rapidly and very well. It has become a most interesting game to them.

Mr. Moore came to visit our school last Wednesday at 3 P. M. We had been looking for the visit for a month.

Looking? Yea, verily, even planning for it. What do you think of that? I, I who have always dreaded the visit of even the county superintendent, as good a friend as she is, as I would a contagious disease, have been looking forward to the visit of the supervisor as I would to a visit from you, Hilda, except, of course, with a different kind of an interest. I would look forward to a visit from you be-

MR. MOORE VISITS MARTHA'S SCHOOL

cause I love you and feel at ease when you are around. I looked forward to the visit of Mr. Moore because I had an interest in my work, in the thing I was trying to do, and I knew he would be interested in the same thing. To be sure, Mr. Moore has an agreeable personal manner but he also has a way of making one forget all about him as an individual, and causes one to think of the thing that one is trying to do.

I wish you might have seen him watch us work, the kind of interest he took in the thing we were doing. He can say "Good" and "Fine work" in such a way as to put a bunch of youngsters right up on their toes. The amusing thing to me about his observation was that he sat there

with that dreaded notebook about which I had such an awful nightmare when I first heard that he was coming out here from the University. He wrote down everything that we did and yet he did not disturb me or the children in the least. We knew that he was friendly and that all that he was interested in was how he could help us to do our work better. *It is not what people do to us that affects us, it is the way they feel or the way we think they feel, that affects us.*

I taught three reading classes for Mr. Moore's observation. I have been more successful with my third grade than with any other in the school. I am to teach a third-grade class to-morrow, for the observation of the teachers. Miss Wyman will teach a sixth-grade class and Miss St. John will teach an eighth-grade. Mr. Moore says that both of them have been very successful with their work in silent reading. I shall be so glad to see them teach for I have had a good deal of difficulty framing my questions for the reading classes in the upper grades. I seem to lack the knack of getting questions that present a good clear interesting problem for the children in the upper grades. Possibly I can catch the trick if I can see them do it.

After our demonstrations are over to-morrow, we shall then discuss problems and answer questions that have grown out of the experience of the teachers during the month. I have three that I am going to ask. They are:

1. How can a teacher develop speed in a child's reading when there is only one in the grade and competition is therefore impossible?

2. What must the problem in reading contain for the children in the upper grades that the problem for the lower grades does not?

3. What is the best plan for a teacher to use to get the children to do the most profitable type of reading outside of school?

The last of these questions, Hilda, seems to me to be the most important question to be answered by the schools. If we could just get children interested in worthwhile problems and show them how to find the information they need, they would soon educate themselves. Just look at me as a brilliant illustration of this point. I have read more that bore upon my school work during the past month than I have during the two years preceding. I read Huey's "Psychology and Pedagogy of Reading" during the first week of the month and had discovered half a dozen other books that I felt I must read at once. During this month I have sometimes galloped through a book in a night which ordinarily would have taken me a month to read. The reason has been that I had a specific interest, a definite problem that I was trying to solve. If this is true with me, practical, plodding, grown-up woman that I am, I feel sure that it is also true with my children. My task then, as a teacher, is to discover problems in which my children will be as much interested as I have been in the problem of speed and comprehension in silent reading.

My life has been so full of the subject of Reading during the past month that I have hardly thought of anything else. It will be a good thing for me when to-morrow is over, for that will close for the present our specialized study and emphasis on reading.

The schedule for the professional part of the meeting to-morrow is as follows:—We three teachers will present our lessons. The entire group will discuss them. Other problems in reading will be presented by other teachers and discussed by the group. Then Mr. Moore will initiate the study of language by teaching some lessons that bear on that subject. Language will be in the foreground for the next school month. I don't see how it can be as interesting as the subject of Reading has been. I shall make no predictions, though, for I am coming now to believe that anything can be interesting provided we know enough about it to see the interesting part. I think probably Mr. Moore can show us the interesting part in Language. You see, Hilda, I am changing my mind somewhat about "professors who wear spectacles and carry thesis bags."

I am very tired but not at all sleepy.

Quite school marmish,

Martha

HILDA'S MEDITATIONS

1. Why was Martha's community so much excited over the approaching visit of the teachers of the Demonstration District? Under what conditions are visitors a help to a community?

2. Martha says that failure is one of the essentials of success. That sounds like a paradox. To what extent is that true?

3. If Martha had visited my school recently, I would have the feeling that she was describing one of my reading classes in the early part of her discussion. I wonder if she means to throw overboard all oral reading? Does she mean to imply that the recitation should be so guided as not to be used for disciplining an indifferent or mischievous child?

4. Martha's three ways of stimulating rapid reading are very interesting to me. Would not this require much more reading

material than the parents would be willing to provide? How might it be provided for the school? How could it best be used in order to get the best results in a campaign to increase speed in reading?

5. What is it that has so changed Martha's attitude toward "a spectacled professor with a thesis bag?" Is it what he does or the way in which he does it that has made the change? Is it both?

6. What should a supervisor do when he visits a school? Should he criticize the work? Praise it? How? When? To whom?

7. What should be the attitude of a teacher toward the visit of the supervisor? What could she do in preparation for his visit that would be most fruitful in good results to the school? How could she capitalize his visit? What results should she expect to come from his visit? Should she hold herself, or the supervisor responsible for results?

8. Those three questions which Martha was going to propound to the group seem to me to be very important. How would I answer them?

9. Why has Martha read so much more during the past month than ever before during the same length of time? Is she not the same girl she has always been? Is she not doing the same sort of work that she has been doing? Why, then, this difference?

10. How long would it take to conduct a meeting such as Martha says they were to have? In rural schools about fifteen minutes are allowed for each recitation—would a program with an hour of demonstration teaching be too long? How much discussion should follow an hour's demonstration teaching?

What Hilda Read in order to Answer Her Questions:

Teaching the Common Branches–Charters. Chapter V.
Eighteenth Year Book—Reading—Gray. Part II. National Society for the Scientific Study of Education.
The Supervision of Instruction—Nutt. Chapters I and XVI.
The Value of School Supervision—Pittman. Chapter IV.

CHAPTER VI

THE TEACHERS' CLUB PROVES ITSELF A WORKING ORGANIZATION

Sunday, November 2

My dear Hilda:

I am glad that you have asked me to tell you everything we do in our Demonstration Helping-Teacher District. I should have told you anyway, of course, but it eases my conscience to learn that you are anxious to know just what we are doing. I shall do my best but even that will not do the situation justice, I fear.

You should be here with us. If it were not for asking you to break your contract—a thing that I abhor in teachers—I would ask you to resign and come down here and take the Rondell No. 7 school, just three miles from me. They have a brand new school building and cannot get a teacher. They had one but she stayed only a week. That school was to have been in our demonstration, but it will have to drop out now, I suppose. Wouldn't it be grand if you could be here? We could talk, dream, plan, and work to our own satisfaction.

The meeting yesterday was the best that I have ever had the privilege of attending where teachers were the responsible parties. I have a respect for my profession to-day that I have never had before. The group of teachers that I saw at work yesterday has convinced me that teachers *can do and will do fine things if they are given a real opportunity.*

I was at the schoolhouse yesterday morning by seven-thirty to see that the building was warm and everything in order. By ten o'clock the people were all there. I wish you could have seen them coming in. Miss St. John came in her car and brought her eighth-grade children and Miss Bogard. Mr. Ransom, our one man teacher, came from Marshfield and brought a carload of the teachers

COMING TO THE TEACHERS' MEETING

from the southwest corner of the zone. Miss Beulah Walker came in her father's delivery car and brought the fifth-grade children from Warren with whom Miss Wyman demonstrated in her teaching. The last to come was Mr. Moore who had started early and had gone to the northwest corner of the zone to get Misses Fish, Fox, Noel and Walton.

It was cold Friday night. The ground was well frozen in the early morning but before the cars could arrive, the daily thaw had taken place The top soil was all mud. In spite of the mud, however, everybody who needed to be there was there.

The morning session passed before we realized it. We were so much interested in reading that no one thought to look at his watch until the patrons of the school began to arrive at noon with their baskets of dinner.

As I told you in my last letter, Miss St. John, Miss Wyman, and I taught demonstration lessons. Imagine it, Hilda. Imagine it if you can. I, who one month ago almost fainted at the thought of the annual visit of the County Superintendent, stood right up in the presence of fifteen teachers, twenty-five children, and a few other folks, and taught a lesson in reading. I taught it, not just to teach the children, but to illustrate an idea and to provide a basis for discussion. I did it, too, without a quiver of the voice or the expected stage fright, and so did the other girls. *Genuine interest in a problem has a way of making one forget his surroundings.*

When our demonstrations were over, we had our session of discussion. Everyone had some question that he wanted answered. The questions all showed that every teacher had been working on the problems of silent reading, had been thinking about them, reading about them, and experimenting with them. There were no formal speeches, no papers on the subject, but there were real questions and real answers. We could not answer all of the questions they raised, but we got the seat of the difficulties more clearly located, so as to know where we left off and where we must take up the study when we come to it again.

The three questions which I submitted (referred to in my last letter) were those that had seemed of most vital importance to practically everyone in the group. To

these were added two others. Our discussion time was devoted, therefore, to five questions.

I cannot give you all the details of the discussion but, in brief, it was as follows:

Query 1. How can a teacher develop speed in a child's reading when there is but one in a grade and competition is therefore impossible?

Answer. Read to the child in such a way as to interest him in reading and then leave him to finish the story. Inspire him to read and give the result of his reading to a group. Let him participate in the contribution to the social life of the school as a result of his reading. Stimulate home reading of interesting stories.

Query 2. What must the problems for children in the upper grades contain that the problems for the lower grades do not?

Answer. The problems must always be on the child's level. If the problem is too easy for the child, he will be disgusted with it. It must continue to call out the best there is in him and let him feel that he is in a contest worthy of him. The hidden meanings, the implications, the underlying principles, the conclusions, must therefore be the sort of things which the upper grade child's problems contain. Problems that call for stated facts are the sort suitable for the lower grades.

Query 3. What is the best plan for a teacher to use to get children to do the most profitable reading outside of school?

Answer. Tempt the children through Morning Exercises, casual class references to books, etc., to become interested in reading certain books which are of interest and profit to the child. Use the reading of the children for a social pur-

pose by encouraging them to tell the stories of what they have read to the school. Other minor suggestions were given as answers to this question.

Query 4. What shall be done for large boys who have not learned to read well while young, and have come to have a distaste for reading?

Answer. Treat them just as you would any other child, that is, start on their level with the thing they do like. It may be a low level. Indian stories, frontier life, etc., will usually make an appeal to them. Do not preach to them. Let them feel that they are directing their own choices.

Query 5. What should be done with the child who is always the last in his group to find the solution to the reading problem assigned?

Answer. He is probably in a group to which he does not belong. Permit him to compete with a lower group. Let him feel the thrill that comes from success. He and his parents will probably come to feel that he will do better work and get better results in a lower group which works with an easier type of material.

The morning session over, we had dinner. It was beautifully served by Mrs. Worthy, Mrs. Grand, and Mrs. Sailes. A temporary table was erected and the guests passed before it and were served in cafeteria fashion.

Every guest was thoroughly delighted with the dinner and the general manifestation of hospitality. The people of the community were also pleased and felt honored that they were the first to have the privilege of entertaining the teachers at a community dinner.

The noon hour passed all too soon. While some were still finishing their chicken bones, the president of our club, Miss Wyman, called the meeting to order.

"Ladies and gentlemen," she said—"Mr. Moore is the director in the forenoons. We teachers are the directors in the afternoon. In the forenoons we do what we have planned as a part of our professional work. In the afternoon we do what we have planned as a part of our social life.

"At our organization meeting a month ago, it was suggested that we have some committees composed of teachers who would make a study of other problems besides those which we would study under the leadership of our helping-teacher. After conferring with the teachers, I appointed five committees to undertake these studies. Three teachers are on each committee. We have asked them to see what they could do on five subjects. We have made two requirements of these committees. They must present reports that will be helpful to us teachers in our work. They must also make them in such a form that they will be interesting to the people of the communities who serve as our hostesses during the year.

"The topics for the reports and the dates on which they are to be given are the following:

"*First.* Morning Exercises: November 1.

"*Second.* Teaching History in Country Schools: November 22.

"*Third.* Teaching Geography in Country Schools: January 24.

"*Fourth.* Teaching Agriculture in Country Schools: February 21.

"*Fifth.* Teaching Hygiene in Country Schools: March 20.

"I am pleased to announce that we have a full attendance of the first committee who will report on Morning Exercises. Miss Liberty, teacher of the primary room at Marshfield, is the Chairman of that committee. I am happy to yield the floor to her."

"Madam President," Miss Liberty began, "when you appointed us on this committee one month ago, we were all greatly frightened. As Mr. Ransom said, we have been having morning exercises for years, as pupils or as teachers, but how to tell about what to do, so that it would be helpful to teachers and entertaining to patrons—that is a very different matter. But we have been working on our assigned task. We were not willing to let the very first committee fall down on its report.

"On our way home from the meeting a month ago, we agreed on a few general propositions by which we would be guided in our study of the question. After a month of study those propositions remain just about as we formulated them that afternoon. They mean more to us now than they did then but the wording of them is almost unchanged. Words, you know, have meaning according to the extent of the experience back of them in the person who uses the words. A college boy could use the same words in a speech that the President of the United States could, but there would be a great deal of difference in the experience back of the words. So the propositions that we made a month ago have come to have real meaning as we have thought about them and worked on them. We agreed—

"That we would present those matters at morning exercise which children should know but of which the limits of the daily schedule of the country school do not admit the systematic presentation.

"That, in so far as possible, we would present those subjects that would make an appeal to all of the school.

"That we would plan our morning exercise periods with the children, and do it in advance, so that they might live somewhat in anticipation of what was to be presented.

"That we would make the exercises as democratic as possible by encouraging the children to assume their part of the responsibility.

"That we would use the morning exercises to give the children a large fund of knowledge of many subjects and that we would also use it to help them acquire a group of 'skills' that would function in their daily lives.

"These may sound somewhat like some of the old Chaldean laws that used to be printed in our ancient histories, but we hope to make them more concrete before we are through.

"Since I was appointed chairman, Mr. Ransom and Miss Steinberg insisted that I take the task of talking about things in general and that I let them each do something in particular. I think I can say that I have had the work and they have had the play of the committee. That is always the way with a poor chairman. I have been reading books on the subject. I have been trying out new schemes almost every day. I have been testing this theory and trying that plan and mulling over the other proposition. I have not really proved or disproved any-

thing. Four weeks is too short a time to prove any one thing, to say nothing of proving twenty different things.

"I have, though, come to one conclusion which is pretty sound, I think. That conclusion is that there is no scarcity of good material for morning exercises. Any one of twenty different ideas is big enough to provide plenty of material to last for a year if one wanted to pursue it so long. I don't think one would want to go to that extreme, but I do believe that a teacher might well keep one general line of thought for a number of days, or even weeks, with great profit and great pleasure to all concerned. This would demand some thought, some planning, and some effort. But I have decided that planning and effort will be necessary to make a success of any kind of morning exercise.

"In thinking over the types of material that might be presented, it has seemed to me that they may be grouped under three topics: Knowledge, Arts, and Appreciation.

"To be sure, you may say that all of our school work can be grouped in the same way. I do not object. Why should the morning exercise be so different in general purpose from the work for the rest of the day? After all, what we want to do is to give the children the information that they need for life. Give them those 'skills' upon which they must depend for efficient action. Build up in them those powers of appreciation that will make them able to enjoy all that is good of the past and the present, and find joy in the contemplation of the future. I have found during this month that my children have learned so much and have been so happy during our morning exercise periods, that I have been contemplating making my entire day a sort of a morning exercise period. I believe that I

could work it so that both they and I would be happier and wiser. It would be less like school, to be sure, but it would be more like life.

"Now to come to the point. What kinds of material can we present under KNOWLEDGE?

"Current Opinion.—I would mention first of all, Current Opinion or Current Events. I have found that with a little study of materials there is no limit to the possibilities of this subject. To be sure, children have to be guided in the selection and preparation of the material. But that is true of any other subject. One of the great advantages of this subject is that children become acquainted with people, places, public policies, programs and ideals of action. They come to know the great needs, the great resources, the great hopes of the world. While doing this, they are learning to read in a purposeful way and to report what they read in a manner that has point. They are learning to participate in the great affairs of the world while they are yet young.

"Historical Facts.—Next in interest to Current Events are Famous People, I think. This opens up a whole world of resources. I found that my children were greatly interested in great citizens of our own state. Of course, they are no less interested in great Americans. We can take this on to great inventors, great statesmen, great soldiers, great poets, great labor leaders, great bankers, etc. Children like to revel in the deeds of heroic achievement and we must give them an opportunity to do so in situations that are as near normal as possible. If we have a child study the life of George Washington for his history lesson, he will do it with a sense of duty about

it. If we let him tell about Washington at the morning exercises, he will do so with a sense of privilege about it. Let's multiply those privileges of the school and we shall multiply the joy of school.

"Geographical Facts.—Do you grown-up folks remember when you used to wish you were a brownie, or a fairy, or an angel, so that you could go wherever you wanted to go, get there instantly, and get back just by thinking about it? That is a manifestation of the child's desire for travel. He wants to see strange people and places. Do you recall how you used to look at the pictures in the geographies of the strange things in other lands? You were taking little trips into the land of wonders and of dreams. We should use this native interest in our children to good ends. How they would like to know of the world's ten greatest cities and why they are the greatest! What are the world's ten most important rivers, and why are they important? What are the world's ten highest mountains and how do they happen to be where they are, and what is the effect of those facts on the people who live around them?

"Geography is the biggest, most interesting, most undeveloped of all of our gold mines of thought. I am staggered by its possibilities. I leave it for you to delve into with the assurance that there is gold there in abundance for the morning exercise period.

"Industrial Facts.—Growing right out of geography are the industrial facts that mean so much to our social and economic life. I asked Harold Voss the other morning where he got his breakfast and as a result, had the most interesting twenty minutes with my children that I have had this year. With the map, we traced all of the things

that he said he had, from where they were grown until they arrived at Marshfield. Other interesting questions that we have tried to answer are: 'Why was not Dakota settled before Oregon?' 'Why is Amberville larger than Marshfield?' 'Why does California not want the Japanese to settle there?' You see, friends, that there is no end to interesting material in this field. It is material, too, in which children in the first grade will be almost as much interested as will children in the eighth grade.

"When I began my study on this subject, I did not see how I could possibly make a talk of more than five minutes on it. Here I have spoken for thirty minutes and have barely touched the high spots of only one phase of it. I see Mr. Ransom and Miss Steinberg both looking daggers at me for fear that I will not leave them any time. I must say a word about the Arts and then I will yield the floor to them.

"Arts or Skills.—By the Arts, I mean the way we do things. I presume a better word would be 'the skills.' I mean those things that we do as a result of physical habits and physical control.

"First, we may think of those that relate to physical exercise for the purpose of bodily growth. I shall not discuss this phase for I see that we are to have a report by a committee on hygiene later in the year, and I presume that committee will develop this phase of the subject. Of course, we all know how much children enjoy physical expression, whether it be in games or in directed drills. Suffice it to say that these have their place in the morning exercises.

"The second kind of skills to which I wish to direct your attention is that which deals with artistic, manual

achievement. Of these skills, penmanship, drawing, and the so-called manual arts represent one group. All of these are arts of the hand. No less important is singing, an art of the voice. With all of these, I believe that the principle which I announced in the beginning should be kept in mind and applied. I refer to the principle of continuing one subject until perceptible results are secured. I believe that one month of close concentrated attention to vocal music, to penmanship, to drawing, woodwork, or any other task where muscular habit and skill are involved, is far better than a much longer time but where less thought, concentration, and closely connected repetition are involved.

"Friends, I shall not discuss the subject of appreciation for that will be dealt with by Mr. Ransom and Miss Steinberg.

"If my discussion has convinced you, as my study and experimenting have convinced me, that the morning exercise can and should be the very finest period of the day, then I shall not regret the fear that I have endured at the thought of facing you, the work that I have done in order to have something to present, or the mud that I have had to wade through this morning when the Ford got stuck, in order to get here."

I never believed it, Hilda, but it is true. One month of real hard work on a big job is enough to change a hesitating, blushing girl into a composed, purposeful woman. Miss Liberty really looked regal as she presented her report. As she talked, a fine glow came to her cheeks. There was conviction in her words, and in her tone there was an

element that seemed to say: "I know, for I have tried it."

Mr. Ransom was the next speaker. He has a sort of droll humor that kept the crowd roaring with laughter much of the time. I shall not try to repeat all that he said. I couldn't do it and besides, you have to hear him say it in order to appreciate what he says. He spoke in part as follows:—

"Ladies and gentlemen.—I am to tell you all about the appreciation of pictures in the next twenty minutes. Since picture-making is as old as man himself, of course, after a month of study I know all about it. For the past month I have fed picture appreciation to my cows and horses. I have driven Henry Ford with it. Mrs. Ransom says that I have eaten it and slept it. Well, perhaps it will reduce the high cost of living if I can do a little more high thinking—and a little less high eating.

"The girls, Miss Liberty and Miss Steinberg, said that I must take picture study as my phase of the report. I suppose they thought it so much in keeping with my delicate body and artistic temperament" (he is six feet two and weighs two seventy-five). "Possibly they thought it would be worth the price of admission to hear me discourse on something about which they knew that I knew absolutely nothing. Well, I hope they will be satisfied when I am through. Joke or no joke, though, I have been the gainer.

"I started out on this search for my 'golden fleece' with one good point—the consciousness that I knew absolutely nothing about it. In the old days when I went to school, twenty-five years ago, the teachers had

the idea of 'readin', ritin' and 'rithmetic, taught to the tune of the hickory stick' and there was none of this picture study folderol around. You can be sure of that. The only thing that I knew about a masterpiece was what I could see of it—which was plenty—sticking up behind the teacher's desk. That was the masterpiece in our school. We had a new one occasionally but not until the old one was worn out.

"When I went home from our meeting four weeks ago to-day and told Mrs. Ransom that I was to make a report on Picture Appreciation, she was amused and astonished that I should be given such an assignment. You may be, also, before I get through telling about what I did.

"To begin with, I got in my Ford on the following morning and went right up to Amberville and laid my troubles before L. C. Jones. Everybody calls him 'Art' because he is the art teacher at the Normal School. Jones is a good sensible sort of a fellow and sized me up very quickly. Soon he said—'Now, Ransom, I'll tell you what to do.' 'That's what I am up here for,' said I. 'I am going to lend you fifteen pictures that have a rural atmosphere.' He could see that I was a country Jake. 'You take those fifteen pictures and give one each to fifteen children in your school to study. Have each fellow learn all that he can about the artist who painted it, the circumstances under which it was painted and how it is ranked among the works of that artist. Then have each youngster report on his picture at a morning exercise period. I shall give you some short, interesting biographical sketches about the artists who painted these pictures. I shall also give you some simple interpretations of them. You read them and then

keep the books on your desk for your children to read whenever it is convenient. I shall give you the catalogs of a number of publishing houses that make and sell cheap but most excellent reproductions of these pictures. You might read these through for suggestions. You will find little postage stamp pictures in them of practically all of the world's great masterpieces of painting and of sculpture.'

"Jones gave me five pictures that represent tame animals, five that represent rural people, and five that represent rural scenes. I have those pictures here to-day. I wish to devote the remainder of my talk to telling you what my children told when they reported on the pictures to the school."

Mr. Ransom had the pictures mounted and hung them quickly on the wall of the room. I have heard several art lectures by specialists in that line, but I have never heard one that gave such understandable and sympathetic interpretation of the rural pictures as did Mr. Ransom's. At times he was killingly amusing. Right on the heels of his humor, he would present the real spirit of the study in such a way that it went *home* to all who heard.

When he was through with these fifteen pictures, he then said: "Now, ladies and gentlemen, this is all very good. I am glad that I had to do this study. I am wiser and happier because of it. You are probably happier, if not wiser, that I am almost through. The difficulty with most of this is that the artists who painted these pictures are all dead. The things which these pictures portray are far away in Europe. We are a little too prone, I fear, to

think that all beautiful scenes are in distant lands or on the canvas and that all of the things that are worth painting are far away from where we live.

"The other day I went to visit my friend, Alfred Wentzie, one of the editors of *The Middle West Farmer*. Wentzie is a farmer but he is also an artist. He has an artist's appreciation of the beautiful. He likes to create beauty. More than that, he has his eyes trained to see the beautiful here on our plains. On the walls of his office hung some pictures which I think far excel anything that Rosa Bonheur, Millet, Corot, or any of the other so-called masters ever painted. Those pictures which hung on the walls of Wentzie's office were painted by two of the world's greatest artists working together. The artists, to whom I refer, were the idealistic practical farmers of our own state and the Supreme Architect of the Universe.

"I have brought those five pictures here to-day to show them to you. Look at them and see if you do not agree with me when I say that we have animals and scenes here in Gem County which are beautiful enough to inspire anyone who has the artist within him.

"I have been greatly moved, friends, by the interest that my children have taken in this work during the past month. I myself have begun to see that beauty is largely based upon knowledge. Knowledge and appreciation can come by cultivation. If we want a beauty-loving people, we must expose our children to beauty. We must inform them so that they can discriminate the beautiful from that which is ugly and vile. This cannot be done in a month. Much can be done, though, in a month. If we were to devote even one month each year to 'Seeing the

Beautiful,' I think that we might develop through our schools a race of beauty lovers. Let's try it!"

A regular pandemonium of applause followed Mr. Ransom's talk. He shunted the compliment by saying that the audience was no gladder that he was through than he himself was.

"I was glad," said Miss Steinberg, "that Miss Liberty and Mr. Ransom were willing that I should have music as my part of the report on Morning Exercises.

"On Monday morning after our last meeting, I began the exercises by telling my children that I was in trouble. They wanted to know what it was. I explained that I had to make a talk on 'Music in the Country Schools' at the next teachers' meeting and that I did not know what to say. I needed their help and suggestion.

"'Aw, that's easy, Miss Steinberg,' said Freddie. 'We can tell 'em how to get enough music to last for a whole year.'

"That was quite a rebuke to me. I thought that if Freddie was so confident about it, I should not be downhearted.

"I asked for suggestions and they came in abundance. One said—'Tell them how to use the graphophone.' Another said—'Tell them about the national anthems of all the allied nations.' Anna, my little sister, who has become very much interested in grand opera since we got our new Caruso and Farrar records, said—'Tell them to get grand opera and use the graphophone.' Walter Hazelhash wanted me to tell you to use funny songs. Someone else suggested church music. A boy who had just moved in

from Wisconsin and had just learned our state song suggested that I advocate learning all of the state songs. You can see that there was an abundance of suggestion and an abundance of material.

"The problem was not SOMETHING but something WORTH WHILE. We thought over the question all that day. Just before we dismissed, we took a vote and decided to learn during the month, one folk song from each of ten lands. The ten lands to be represented were: America, England, Scotland, Ireland, Italy, France, Spain, Germany, Austria and Sweden.

"One child was elected for each land to present the song to be learned. They all went to work in earnest, and so did I, for we had undertaken a task which I knew would not prove very easy.

"On the next morning, the child representing America was ready to report. He had a large number of songs, with the history of each, to offer for our consideration. His story of each was so interesting that we had some difficulty in making our selection but we finally voted to take 'Swanee River' as our choice for America.

"Every second day a new nation would report and a new song would be selected. We devoted enough time on that day to hear the report, select the song, and learn it. On the intervening days we practiced on the songs that we had learned. We opened the afternoon sessions by singing. We closed each day's session with a ten-minute song exercise.

"The most interesting feature of this work to me has been the ease with which the children have learned the words to these songs. Usually, children will sing songs

for years and never get the correct words. But I noticed that my children learned the words, all of them, during the first day of study. I am quite sure that the reason is found in the circumstances under which the songs have been learned. They were interested in what they were doing. Some setting for the song was presented before they started to learn it. They were in tune for it before they began to learn it. As the boys say, they were 'set' to learn it.

"It is needless for me to take more time to tell you what we have done during the month. It may be of more interest to you for me to outline briefly what we propose to do during the remainder of the year. We have not worked it out in detail but we know in general what we would like to do. I shall present, therefore, our big aims for the year:

"*First:* We are going to sing the songs that we already enjoy.

"*Second:* We know many songs now we shall not forget. We are going to learn to enjoy some kinds of music that we do not now enjoy. This means that we shall have to do some study. We shall have to find out what the different kinds of music are. Through our graphophone, we expect to familiarize ourselves with some of these other types of music.

"*Third:* We are going to use one of the ideas that Miss Liberty has just voiced, about Morning Exercises. We are going to study geography. When we do so, we are going to try to get acquainted with the people through their folk songs. We think it would be very jolly to have a folk song sung by some of the children dressed in native costumes on the day that we study about the country. Perhaps we could extend Miss Liberty's idea and have the study of one nation extend over for a week and let their folk songs occupy a day or two. It seems to me that there is great possibility in this idea.

"*Fourth:* As a means to getting some of this music, we are going to learn something about the technique of music—notes, signature, time, key, etc. If we study these technical matters as agencies to an interesting end like a folk song, I am sure they will not prove an impediment to us. If we take them up as an end in themselves, I fear they would prove such, especially in the beginning of our musical study.

"*Fifth:* We are going to take advantage of every opportunity we have to present the product of our work to the public. Motive is the biggest factor in producing good music. We are going to enjoy it for ourselves and for its own sake while we are learning it, but we are going to have it in the back of our heads all of the while that we may later present it to others also. I trust that we may have the privilege of entertaining the teachers' club before the year closes so that we may sing for you.

"I think, probably, you would enjoy singing some of those songs at present, far more than you would enjoy hearing me talk about them; so, with your permission, we shall use the next twenty minutes singing folk songs."

Everyone enjoyed those songs immensely. The teachers got some ideas that are sure to be effective in all of their schools throughout the year and as long thereafter as they teach.

Hilda, it is now half past midnight. I should have been asleep long ago, and would have been had it not been for you and those interesting morning exercises. To-morrow morning I shall probably be "at outs" with all the world, but now I am so much in love with it all that I regret to sleep for even a minute for fear something might happen and I would miss it. I am

Your night owl,
Martha

HILDA'S MEDITATIONS

1. Why did those teachers show so much interest in getting to that little teachers' meeting out there in the country? Was it the dinner, interest in the subject of Reading, their individual interest in the work that each teacher himself was to do, or was it merely the novelty of that kind of meeting?

2. Those teachers seem to have assigned to themselves the study and attempted solution of large, important school problems. Is this a better plan than for the superintendent to assign a topic to them to discuss? They all talked as if they were the owners of the meeting. Is this a good situation? How was this situation secured?

3. The five principles which Miss Liberty states on which to base the Morning Exercises seem to be sound. Why would they not apply just as well for the work of the entire school day? Miss Liberty seems to think that the spirit of the school day should be just a continuation of the spirit of the morning exercise. Is this too radical? What would be the advantages of such a scheme? The disadvantages?

4. Mr. Ransom seems to have learned much about good pictures within the span of one month even though he did belittle himself in that particular. Could any intelligent adult do this? Must we all have some compelling situation such as he had to cause us to grow in any particular? Was he correct in his assertion that a photograph of a beautiful scene is as beautiful as a painting by one of the old masters? Does appreciation of real scenes lessen the appreciation of a painting? What is the best course to pursue to develop interest in and appreciation of art?

5. Miss Steinberg seems to think that interest in music is the biggest factor. Is that true? What could interest in music produce in a small country school?

WHAT HILDA READ IN ORDER TO ANSWER HER QUESTIONS:

Picture Study in Elementary Schools—Wilson. Books I and II.
How to Study Music—Farnsworth.

CHAPTER VII

MR. MOORE WRITES ABOUT HOW TO AVOID DISCIPLINARY DIFFICULTIES IN THE SCHOOL

Sunday, November 16

My dear Hilda:

After we had had our discussion about Reading, at our meeting two weeks ago, Mr. Moore said:

"Teachers, this gives me an inspiration. I wonder if it would not be a capital idea if we should now list the difficulties for all the school subjects that confront us."

We teachers thought it would. He suggested, therefore, that each of us send to him during the next week a list of the difficulties which we had in the operation of our school.

This we did.

He took all of our difficulties, classified them and then sent copies of the classified list to each of us. With this list he sent a letter devoted to one phase of the difficulties. The letter is so good that I am sending it to you for your perusal. It runs as follows:

Amberville, November 12

My dear Teachers:—

I wish to thank you for being so prompt about sending me a list of your difficulties. I received a letter from every one of you and the last letter arrived within one week from the time of our meeting. With that kind of promptness and coöperation we are certain to get big results from our work this year.

Your catalogues of difficulties have been very interesting and instructive to me. I trust they will be equally so to yourselves. In

them I think we have food for thought for the entire year and if we succeed in overcoming them during the year, we shall have just cause for gratification and even for pride.

I have listed them according to the character of the principal difficulty. I found that many of the difficulties were common to all. Some of the difficulties were more common to the new teachers, and certain difficulties seemed to be more common to the more experienced teachers. This seems to indicate that it makes no difference how young or how old we are in the service, there are still "more worlds to conquer."

You may wish to put this list away some place where you can refer to it from time to time. We shall try to give our attention to all of them at some time during the year. We shall not attack them all at once, but singly. We must make a concentrated assault upon each one when we do attack it, and utterly annihilate it.

I am happy to know that most of you feel that we have made some real progress toward the solution of our reading difficulties. I trust that we may have the same feeling toward the other subjects after we shall have had a group conference for their consideration.

The problems of discipline seem to be the most common difficulty confronting the members of the group. For that reason and because we do not wish to devote a special meeting to the discussion of disciplinary difficulties, I am taking the liberty of writing to you upon this subject. As a starter for my discussion I shall quote a few of the questions that you have asked:

1. "Tardiness and absence are the chief difficulties that I have in my school. What can I do to prevent these?"

2. "My children are all very good except in one particular; they will whisper. What can I do to prevent whispering?"

3. "Tattling is the greatest nuisance I have in my school. How can this fault be corrected in my children?"

4. "In my school I have several children who are overbearing. They impose on other children who are smaller. What can I do to get these children to change their attitude?"

5. "In my school there are several large boys who are vulgar and use obscene language. They are disposed to write on the build-

ings, especially on the walls of the toilet. What can I do to break up this awful practice?"

The above quotations present the most common difficulties of a disciplinary character in your schools. I suspect that they are the most common in the rural schools of America. They can be very annoying and do need attention but I do not feel that they constitute very large or insoluble problems. Their nature and cause must be understood. When understood we are then in a position to prevent them. A "pinch" of prevention is always worth a pound of correction.

Let us first get in mind what we mean by good order and a well-disciplined school.

Do we mean that the children are to sit perfectly still and quiet in their seats from one recess period to another? Do we mean that they are to be lifeless except when we ask them to be otherwise? Could we conform happily to the standards that we set up for our children?

Would it be better to define good order in school as that order in which every child is busy at some worthwhile task which does not interfere with the privileges and efficiency of anyone else? If we discussed the matter with the children on this basis, don't you think we might eliminate all objectionable whispering, and other little thoughtless and mischievous acts which interfere and for which there is cause for correction?

In every school as in every family there will arise, from time to time, problems which require special attention. Such problems will need to be dealt with in frank and fearless fashion. But these instances should be the exception and not the rule. Practically all the disciplinary tangles which worry our minds and spoil our dispositions may be avoided if only we will ask ourselves and answer for ourselves and for our schools, these questions:

1. *What are the physical conditions under which my children must work?* Is the school building in which I teach a place where children can be physically comfortable and happy? Is it clean? Is it attractive? Is it well heated? Is it properly ventilated? Is there anything in the physical situation of the school which would

distract the attention of the children or make them uncomfortable or inefficient? If so, what can I do to correct it?

2. *Are all the children physically fit to work?* Do they have good vision? Is their hearing acute? Are their nasal passages free from obstructions? Are their teeth sound, their throats in good condition, their digestion satisfactory? Are they mentally normal? Are they dressed comfortably? Do they sleep sufficiently and under hygienic surroundings? Are they properly nourished? If not, what can I do to remove the present physical handicaps?

3. *What is the social and hygienic situation in the homes from which these children come?* Have I taken the trouble to find out what the situation is so that I may successfully coöperate with and properly understand the parents? Am I able to supply for the children at school what the home lacks? Are the luncheons which the children bring to school the kind of luncheons they ought to have? If the homes do not provide what is needed in the way of moral and school training, personal inspiration and physical nurture, what can I do to meet the need?

4. *Do I understand child nature?* Have I made sufficient study of children in order that I may sympathetically understand the changes which take place in their nature and conduct from year to year? Am I familiar with the investigations which have been made which show how much children differ in their native equipment? Could I determine the relative degrees of intelligence which my children possess? Would I be able to adjust my guidance of the children more wisely if I knew more of the individual differences, and more of the waxing and waning of their original tendencies?

5. *Am I a success as a teacher?* Are my manners such as to have a refining influence on my children? Do I have any mannerisms of gesture or speech which detract from the effectiveness of my work? Is my information broad and accurate? Would children wish to know as much as I do, or do I give them the impression that I am simply a taskmaster to make them memorize the facts found in the textbooks? Do I have a contagious enthusiasm? Do children enthusiastically accept as their own purpose the suggestions which I propose, or do they accept them as imposed tasks in which

they take no pleasure? Just why am I teaching? Is it for one hundred dollars per month or do I really believe in the importance of my work to such an extent that I would continue to do it in preference to a position much more lucrative but of a different character?

6. *What do I conceive to be the work of the teacher?* Is it to drill the children upon a few facts? Is it to "pour into" their plastic minds a great mass of information? Is it to arouse in them individual and group purposes, aid them in securing the necessary information, guide them in the formation of the needed skills, and inspire them to persist until the desired goals are attained? What is the big work of the teacher of children?

The above questions may be of assistance to you in making a survey of yourself and your school. We, as teachers, need to be keenly sensitive to the influences, physical and social, which make up our schools. *Thoughtfulness, orderliness, earnestness, and energy must characterize our work if we are to be truly successful.*

The following general principles may be of assistance to the younger teachers of the group to help them to avoid the troubles which we usually call "discipline":

1. Think as little as possible and talk less of failure. Think of success. Plan for success. Talk about success.

2. Talk little to your school about discipline, about the faults of children, about the mistakes that have been made. Magnify, wisely, the strong points of the children. Call attention to individual and group successes. Individual and school pride are far better bases on which to build success than individual and group shame.

3. Keep the children supplied with distant goals. As soon as one big goal is attained, another goal must be set. When children catch up with their goals, they immediately start trouble for all those around them. The teacher's surest preventive of school troubles, therefore, is a bountiful stock of worthy educational goals to which children easily and enthusiastically respond.

4. Inspire every child in school to feel that he is responsible for the success of the school in some particular. Get every pupil assigned or elected to some office at some time which carries with it a responsible duty. Help the children realize the importance of

that responsibility. Let offices rotate in such a way that honors are kept new and burdens are kept light. Through such officials the school property may be protected; the school grounds may be kept clean; the children may be kept happy and active while on the play grounds; guests of the school may be properly received and welcomed; the flag may be fittingly displayed, protected, and reverenced; the duties of the teacher may be lessened; and citizenship of school and community improved.

5. A teacher who is physically fit, spiritually earnest, and intellectually prepared is the surest of all agencies for good order in a school. Plenty of sound sleep, fresh air, cheerful friends, and wholesome food provide the fundamentals of health. Original endowment supplemented by an intelligent consciousness of the importance of teaching are necessary for the spiritual outlook and a few hours, daily, of uninterrupted study are required to keep the teacher intellectually prepared for her work.

6. Launch your school well each day. Let the first fifteen minutes be so interesting that no child will be willing to miss it. This will put them all in a pleasant mood for the day's work. Close the day with a harmonizing and unifying program, brief but effective.

7. "Take stock" often to find out how you stand. The grocer keeps his notebook into which he puts down the names of the things for which his customers call but which he does not have. He also watches his shelves to see what he has that the customers do not want. The teacher must use similar methods if she is to hold "her customers."

8. Enthusaistic play, intelligently and coöperatively performed, is the best lubricant the school machinery ever had applied to it. It is physically good for teacher and children, pedagogically sane and socially constructive.

If these suggestions serve as a nucleus around which you may organize your own thoughts and plans for making your school a happy working organization, I shall be happy. Please feel perfectly free to talk with me or write to me concerning any particular disciplinary problems that you may have during the year. I am,

Yours very truly,

William Hoppes Moore

After reading Mr. Moore's letter, I really felt embarrassed that we teachers should have looked upon those little matters, which we mentioned, as our "disciplinary problems." Tardiness, whispering, tattling, bullying, and vulgarity are really superficial evidences. They are not fundamental things. I can now see that. *The fundamental thing is a teacher with brains, purpose, imagination, tact, and energy.*

This raises the fundamental educational and social question now before America. The problem is: How are we going to get these aforesaid teachers with brains, purpose, imagination, tact, and energy? We can not import them. We can not buy them. We must, therefore, create them. But how?

First of all, we must get people who have brains to enter the teaching business, profession, or calling. The importance of the work must be dramatically presented to the youth of the nation. The far-reaching results of the teacher must be shown to those who are willing to leave their record in the form of human character. The difficulties of the work, the endless investigation which it requires, must be so described that the size of the job will appeal to persons of herculean physical power and gigantic strength of purpose.

After having discovered these persons, we must train them. I firmly believe that teachers are partly born but I just as firmly believe that they are also created, made by training. Prize-fighters are born but they also do a great deal of training before they enter a ring against a competitor. If this is true in a game in which physical strength is so large a part of the game, does it seem less true in a

game in which intellect and social manner are the qualities that are to operate?

Not only must the teachers be trained before entering upon their task, but they must continue to be trained while at it. To push the figure of the prize-fighter a little further, have you ever noticed, Hilda, how the champion loses his belt? As soon as he gets it, he retires from the ring and goes into vaudeville. He does shadow fighting for a year or two. Finally some one challenges him. He accepts but is knocked out early in the fight. That is too often true of us teachers, I fear. We attend school a little while, get some knowledge, some practice, and with our hope and confidence we go out into the battle. We win for a while and then we begin shadow fighting. We do not keep up our training. We must keep on training if we are going to continue to win. This letter from Mr. Moore and the two meetings that our teachers' club has had show me what training after school and on the job means.

After reading this letter I am persuaded that what we need is not more teachers announcing "thou shalt nots" to children, but more teachers finding worthy things for children to do in which they are interested, and then assisting them to do those things well; not more little tyrants to suppress people and force them to be quiet, but more leaders with vision to discover work and play for everybody, and put them at it.

Yes, I am converted. It is not discipline we want but inspiration, guidance, and action that we need. We have been looking in the wrong direction and for the wrong thing. We must look toward the sunrise and for the

things that are good. If we will, the day need never grow old. I am,

A disciplined,
Martha

HILDA'S MEDITATIONS

1. Those teachers state that tardiness, whispering, tattling, bullying, and vulgarity are their most common causes for disciplinary action. I wonder if that is true in my school? Are those the causes which give most rural teachers trouble? What other causes are more troublesome? Taken separately, how do I try to correct them?

2. If I understand Mr. Moore correctly, he says that the chief causes for the troubles which require disciplinary action are (1) the physical conditions of the school buildings and grounds, (2) the physical condition of the children, (3) unhygienic and unfit social conditions in the child's home, (4) lack of understanding of the individual differences of children on the part of the teacher and inability or lack of effort to adapt the school conditions accordingly, (5) a teacher who does not measure up to the need in scholarship, tact, inspiration, vision and energy, (6) a failure on the part of the teacher to grasp the real purpose of the teacher. According to this, if the teacher has disciplinary difficulties it is her fault. Is this true?

3. Mr. Moore's rules for success, stated briefly, are: (1) Think and talk success, (2) Believe in the children and recognize the good things they do, (3) Keep the children supplied with distant goals, (4) Give every child an important position to fill, (5) A teacher who is physically, spiritually, and intellectually fit is the surest guarantee of a successful school, (6) Launch well and anchor securely each school day, (7) "Take stock" often to see what "the customers" demand, (8) Play enthusiastically, intelligently, cooperatively. Do I agree that these are the things which prevent those troubles which require "discipline"?

4. Martha thinks, therefore, that all that is needed is strong teachers. Is she right? If our teachers were strong would our problems of discipline disappear?

5. Martha believes that there are three phases to the problem of securing teachers: (1) Get strong people to enter the business, (2) Train them for the work, (3) Keep them trained by means of expert leadership while they work. Are all three of these necessary? If we could get strong people to enter, would we need to train them? If they were once trained, would we need to continue the training? Could they not keep up their own training?

What Hilda Read in order to Answer Her Questions:

Rural School Management—Wilkinson. Chapters XI, XII, XVIII.
The Teacher, the School, and the Community—McFee. Chapters I, II, III.
Our Public Schools—Corson. Chapters XI, XII, XIII, XIV, XV.

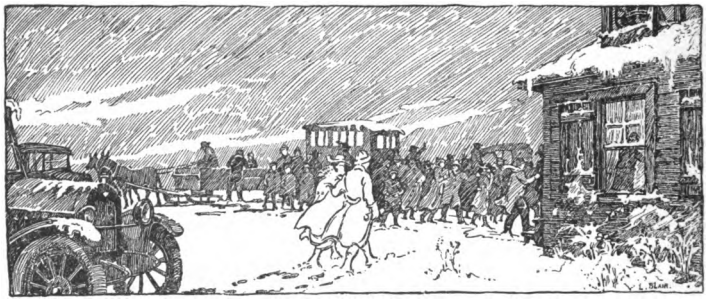
CHAPTER VIII

LANGUAGE HOLDS THE CENTER OF THE STAGE

November 22

Dear Hilda:

It was a hard but an interesting trip that we had to-day. Our meeting was held over at the Highlands School on the other side of the Demonstration Zone. The roads were dreadful and the weather was cold but we got there nevertheless. Since we live on one side of the district, we



THE TEACHERS' MEETING AT THE HIGHLANDS SCHOOL

went by such a route that we could carry some of the other teachers who had no way to get there. In this way, it is easy for all of the teachers to get to the meetings. Mr. Moore brought some of the teachers who teach at schools between Highland and Amberville, and Miss Black brought the rest of the teachers who live in the southwest corner of the zone.

Language was the big subject last month, as I wrote you it would be. You see, we have some one subject each month that is our major interest. While we do all of our work all of the time, as well as we can, we single out one particular subject to study about, to experiment with, and give special thought to for the month. My children enjoyed the month that we devoted to Reading, but they have been literally wild with enthusiasm this month over the work in Language. We have been playing some language games. The children have become so much interested in them that they often ask to play them at recesses instead of playing the out-of-door games or other in-school games which have no educational point in them.

During the month we have done five different kinds of work as means by which to improve the work of language.

First: A language survey:

On the first Monday of the month I suggested to the children that this was language month for the entire zone and I wondered what we should do in order to improve ourselves in that subject. We had numerous and varied suggestions but decided by vote that the first thing to be done was to discover our most glaring faults. The next task was to decide what is correct speech and what is incorrect. I was elected by the school as umpire to decide what expressions are correct and what are incorrect. Then, two days were taken to locate our troubles. Practically every hour some child would say:—"Miss Martha, is this correct?"—or "Is that right?"

At the end of two days we had our most common errors "spotted." We then decided that we would take three days in which to catch people using those expressions. It

was not long before the name of everyone in the school was placed in the "Caught List." Even the teacher was found guilty of an offense or two, very much to the delight of the children.

Second—Language games:

Having discovered our errors, the next job before us was to banish the "enemy expressions," from our school. At this point, I suggested that I had in the library, some books given to me by Mr. Moore, which contained some very interesting games that had for their purpose the banishment of our "enemy expressions." I suggested that whenever anyone in the room had one of those games well enough in hand to serve as a leader, he might teach it to us. Then ensued a feverish period of learning language games. I taught but very few of the games but I played in practically every one of them. The following little exercise, illustrating the use of "It isn't," is a sample of the games used:

MAMIE SERVES AS A LEADER—

Leader: "I've thought of a word that rimes with door."
Roy: "Is it part of an apple?"
Leader: "No, it isn't 'core'."
Maud: "Is it what I did to my dress?"
Leader: "No, it isn't 'tore'."
Helen: "Is it what lions do?"
Leader: "Yes, it is 'roar'."

Then Helen, the successful one, becomes the leader and the game proceeds, with another word to be discovered.

Third—Oral Composition:

We talk so much that it seems we should not need to practice oral composition. We do, nevertheless. Our

ordinary conversation is likely to be careless and lacking in good form unless we have set ourselves the task of living up to certain definite standards. This fact was very much impressed upon one of my second-grade children last week. After we had been on a hunt for a while for our "enemy expressions" that were destroying our correct speech, Helen came and said:—"Miss Martha, it seems as if everything we say is wrong." Helen was almost right about it. We have so long thought it is only when we write that we need to have any standards.

During this month we have been consciously trying to speak well—both in ordinary conversation and while doing class work. The school decided to establish a standard for the work in oral composition. After much discussion and weighing of points, the following was posted on the bulletin board—

STANDARDS FOR ORAL COMPOSITIONS

Third Grade: Three correct sentences.
Fourth Grade: Four correct sentences.
Fifth Grade: Five correct sentences.
Sixth Grade: Six correct sentences.
Seventh Grade: Seven correct sentences.
Eighth Grade: Eight correct sentences.
The pupil must stand erect, must speak so he can be heard, must look his audience in the face while speaking.

Much liberty was allowed in the selection of subjects. A child could speak upon anything he liked. As a matter of actual fact I have noticed that they usually spoke on subjects that were very much alike. One child would be a little more original than the others and think of an interesting subject. Immediately that became a very popular

subject. All would want to talk upon it. To illustrate, shortly after we began this type of work, one of the children saw one of our jack-o'lanterns that had remained as a relic of Halloween. He decided to talk about it. Soon all were composing on the same suggestive theme. I quote below what two of the boys said:

Henry Simon, third-grade pupil said:

"I have a jack-o'lantern.
It is yellow.
It is large."

John Schumann, sixth-grader, said:

"I have a very beautiful jack-o'lantern.
It was made from a pumpkin.
The pumpkin was large and yellow.
The jack-o'lantern is smiling a ghostly smile.
He looks as if he is planning some mischief.
I think he must be planning to elope with the witch."

We have only started in this work and yet I can see a very definite improvement. The children are becoming conscious of the completeness or incompleteness of a sentence. They are beginning to notice the "and" sentences and to recognize the fact that some of the children use them more than do others. We hope to pass the stage very soon when these short, stubby, mechanical sentences will be satisfactory to the children as standards for their oral composition. Already those children who compose well, orally, are becoming the models for the school and they are beginning to take a pride (I hope it will not become objectionable) in their speech.

Fourth—Written Composition:

We have not pressed the written composition work. We have had so much that was interesting, which we felt was

more important just at present, that we have put our written composition in the background for the month. We have, though, taken time enough to write two letters. The entire school wrote and then voted as to which letters should be sent. *We try to have a real purpose for writing when we write.*

Before the teachers' club met at our school on November 1st, we had written to all of the teachers inviting them to be present on that occasion as our guests. After the teachers were here, they had written thanking us for the pleasant time they had that day. While no reply was really necessary, I felt that it was a good opportunity to do some real work in written composition. Each child decided to write acknowledging the letter of the teacher whom he had invited and expressing gratification because of the pleasure that the teacher had enjoyed. The letters were worked over with much care. The children had met at the meeting the particular teachers to whom they were writing. They felt, therefore, that they knew to whom they were writing. Some of the letters were copied a number of times, and I am glad to say, never as a result of my command. In their efforts on this one letter they learned much about form, sentence structure, and social usage. While penmanship was not neglected, it was of minor importance.

The other letters were delivered only yesterday. They relate to a little Thanksgiving program that we shall have at our school next Wednesday afternoon. We are very anxious to have all of the people of the community present. There are several families in the community who do not have children in the school. The larger children wrote to them. The small children wrote to their own parents.

There was much joy in the preparation of the letters. Some Thanksgiving designs were put on the letters and on the envelopes. Each letter was sent by special messenger other than the writer of the letter.

It is my belief, Hilda, that it is far better not to have the children write often but when they do write, *they should have a real purpose, not a make-believe one.* When the situation is real, the child will attend to the information and instruction that is given. He will seek it. It is not forced upon him. He will remember it when he uses it in this way. It is better, I believe, to do something in which he is interested and for which he is mentally and spiritually prepared than it is to require him to write simply because the course of study says write "so many" compositions or letters. *The course of study never intended, anyway, that a teacher should cease to use her own common sense.*

Fifth—Technical Grammar:

Mr. Moore thinks that technical grammar, as such, should not be taught until the eighth grade. I agree with him. Even then only those principles that are most important should be emphasized. The others can wait and should be deferred until high school when other languages, also, are taken up for study.

At our meeting on the first of November, Mr. Moore showed us how to teach a definition in grammar by means of an inductive lesson. Well, I'll have to teach you what a pronoun is to show you what I mean by an inductive lesson. This is the way it goes:

(Martha)—"Look at these three sentences, Hilda.

"'John is wearing John's new hat.'

"'Mary is putting on Mary's cloak.'

"'The tree is shedding the tree's leaves.'

(Martha)—"Hilda, do you like those sentences?"

(Hilda) — "No, they sound awkward."

(Martha)—"What is wrong with them?"

(Hilda) —"They should have 'his,' 'her,' and 'its' instead of 'John's,' 'Mary's' and 'tree's.'"

(Martha)—"Very well, let's rewrite the sentences as you suggest. Here they are:—

"'John is wearing *his* new hat.'

"'Mary is putting on *her* cloak.'

"'The tree is shedding *its* leaves.'

(Martha)—"What does the underlined word 'his' do in the first sentence, Hilda?"

(Hilda) —"It takes the place of 'John's.'"

(Martha)—"What is 'John's?'"

(Hilda) —"It is a proper noun."

(Martha)—"What does the underlined word 'her' in the second sentence do?"

(Hilda) —"It takes the place of the word 'Mary's' in the second sentence."

(Martha)—"How are these two underlined words in these two sentences alike?"

(Hilda) —"They both take the place of nouns."

(Martha)—"Very good. Now let us see what the underlined word 'its' in the third sentence does?"

(Hilda) —"It takes the place of the word 'tree's' in the third sentence."

(Martha)—"Yes, now can you tell me in what particular all of these underlined words are alike?"

(Hilda) —"They all take the place of nouns."

(Martha)—"Yes, that is correct. Let us write that up here on the board. 'All of these underlined words are words that stand instead of nouns.'

"Do you like that as a definition of those words, Hilda?"

(Hilda) —"No, I do not. It is too awkward."
(Martha)—"Well, I know a name that you can substitute in the place of 'All of these underlined words.' Should you like to know it?"
(Hilda) —"Yes, what is it?"
(Martha)—"A *Pronoun*. Let us rewrite our definition. 'A pronoun is a word that stands instead of a noun.' Turn to your book, now, page 127, and see if that agrees with what is printed there."

The above is an inductive movement, Hilda. Any of the definitions of grammar may be developed in the same way. You may wonder why we take so much time to develop the definition when it is printed in the book. The child could turn to it and read it in much less time than one can teach it to him. The difference between the two ways, Hilda, is this: If he learns it according to the plan that I have used, he will be more likely to understand and to remember it. But if he gets it the other way, it is merely a memory process and is less likely to be understood or remembered. To develop this particular definition, I should have used more sentences and have had pronouns in the nominative and objective cases just as I did in the possessive case. Space and patience forbade.

The inductive part of the lesson, though, is but one part of it. There is a deductive part. Let us take up that part of it and finish the movement.

(Martha)—"Look on page 128, Hilda, and let's see if you can locate the pronouns. Will you read the first sentence?"
(Hilda) —"'The bird is feeding its young.' 'Its' is a pronoun."
(Martha)—"How do you know?"
(Hilda) —"A pronoun is a word that stands instead of a noun.

'Its' stands in the place of the word 'bird's,' which is a noun. 'Its' is therefore a pronoun."

(Martha)—"You did that so well, Hilda, I can see that you understand perfectly the meaning of a pronoun. For tomorrow, I wish you would point out all of the pronouns in Exercise 43, page 129."

Now that I understand deduction, drill in grammar has become much simpler. I am beginning to see how the inductive-deductive movement applies to other subjects also—arithmetic, geography, and history. While the children in my school have been most interested in playing language games, the mastery of doing the inductive and the deductive types of lessons has been my game for the month. I wonder if it is possible for a teacher to spend her entire professional life learning as I have, during the past two months. I think I shall soon be a pedagogical wizard. My head is about to burst, it is so full of new information and germinating ideas.

But I started out to tell you about the teachers' meeting. It was nearly eleven o'clock before we got started on the program. Our car was the last to arrive, much to my chagrin. We had a full program. You see it is Mr. Moore's notion that we must have a pedagogical parade each month, of all of the good work that he has discovered on his round of visits.

To-day Miss Fish demonstrated language games and memory gems; Miss Anderson gave an exhibition in technical grammar; a number of other teachers told how they get the best results in oral and written composition. Naturally some of the teachers are more successful along one line of language work and others more successful

along another line. The beauty of these demonstrations and observations is that each teacher has the benefit of the best that the other teachers can do.

The language games by Miss Fish's children were certainly interesting. Her children are practically all foreign born and have much difficulty in speaking the English language. She has a great variety of language games. Her children enjoy them very much. She says that one month has wrought a language revolution in her school and that the children now do for fun what formerly they did as a laborious task.

The technical grammar lesson by Miss Anderson was a revelation. Four weeks ago Miss Anderson saw for the first time, probably, an inductive lesson; to-day she demonstrated it as if she were an expert who was selling it to the public. She developed the definitions of transitive and intransitive verbs and did it so effectively that the children taught probably will never forget the distinction between the two. I tell you, Hilda, the more I see of this work, the more firmly I am convinced that all that the rural teachers and the rural people need is to be shown the right thing and encouraged to reproduce it.

The story of the boy who showed an ostrich egg to his bantam hen and told her to look at that and do her best, has universal application. What we need are ostrich eggs for every line of human endeavor, and big enthusiastic boys to inspire mankind to do its best. We do not need to be constantly reminded of our limitations. We do need to be shown what our possibilities are and then inspired to achieve them. After having seen Miss Anderson teach, and hearing her story of what she has done during

the month, I have decided that what the world most needs is discoverers—human-talent discoverers. There may be great mines of valuable ore beneath the surface of the earth that await discoveries. There may be great stores of unused energy locked up in the earth, the sea, and the air, but the greatest source of undiscovered wealth and unused energy in the world is not in earth or sea or air but in human minds and souls. Let us pray for bold discoverers, mind-discoverers, energy-awakeners, soul-inspirers.

The most useful place for these people to be, in order that they may do their best work, is in the schools dealing with plastic humanity.

The world has been so thrilled during recent years over its discoveries and use of coal, oil, gas, electricity and other sources of energy that it has overlooked the greatest of all its sources of wealth and energy. It has been paying big money for big brains to handle big industrial enterprises. It is now time for the world to discover its greatest potential enterprise and to put its boldest spirits and keenest intellects to work on the job. Hilda, I think you and I are engaged in the biggest work in the world. Are we big enough to see the possibilities of our job? I am standing to-night on tiptoe to see the expanding horizon.

Devotedly,

Martha

HILDA'S MEDITATIONS

1. I wonder what will be surveyed next. Here, Martha is surveying the language mistakes of all her children. What are the advantages of such a survey?

2. Martha seems to be turning her school into a perpetual party in which the children do nothing but play. Is the consciousness of all work to be driven from the minds of the children? What advantage has a language game over just the usual honest-to-goodness drill upon a language fact?

3. I believe, upon my soul, Martha is going to keep on with this idea of conscious action and purposeful activity until she will take all the joy out of life. Now she is saying that one must even be conscious of certain definite standards of speech while conversing. What are the standards which one should have to guide his oral composition? Are the conditions quite different from those which the children set up to guide them in their oral composition work in class?

4. Martha says nothing about the length that a letter should be in her discussion of written composition. Does she fear that she might violate her own rules? Why is it that a letter is a better form of written work through which to get good work from children than an essay would be?

5. An "inductive-deductive lesson" in grammar! My! That is a big word. Where did they get it? Are there any other kinds of lessons with such pedagogical names? It may be that I have been doing many things in my teaching of which I was not conscious but we are told that ignorance of the law excuses no man. I presume that will apply to the women also, since we have the ballot.

What Hilda Read in order to Answer Her Questions:

Measuring the Results of Teaching—Monroe. Chapter XI.
Speaking and Writing English—Sheridan. Pages 8–14: 151–158.
A Brief Course in the Teaching Process—Strayer.
The Science and the Art of Teaching—LaRue. Chapter XXV.

CHAPTER IX

THE HISTORY AND CIVICS COMMITTEE MAKE A REPORT

Sunday, November 23

My dear Hilda:

I closed my letter last night in such a flame of glory that I forgot all about telling you what the Committee reported on the subject of History and Civics. I was standing so high up on my tiptoes to see the expanding horizon that I could not see the things which were nearest to me. That is the way with us dreamers, I suppose. I would rather overlook, though, sometimes, a few things that are very near, if in doing so I can see some very much bigger and finer things farther away.

Misses Wyman, High, and Beulah Walker constituted the committee. Miss High spoke first:

"When Miss Liberty spoke at the last meeting of the Club on 'Morning Exercises,' I began to think that the History Committee would have nothing to report," Miss High began. "But I do not care when the historical material is taught or by what name it is called. The thing that I do want to be sure of is that it is presented at some time and in some way in which the children will like it. I think that history is the most interesting of all of the school subjects. I believe any normal child will think so, too, if he is given an opportunity.

"As you all know, I have only the first four grades in our school. Miss Wyman has the four upper grades.

"If Miss Wyman had not appointed me on this committee, that would have been the end of our diplomatic relations. Of course I would have been game. I would have done my duty on any other committee, but I would have been conscious every minute that it was a duty. As it is, I have been playing. My children and I have been having the time of our lives.

"The autumn is a glorious time to teach in the elementary grades. It is then that we study world geography in a general, sketchy way. It is then that we celebrate Columbus Day and that provides a fine beginning point for our work. Then along comes Thanksgiving with all its autumn setting. Christmas presses close upon it. But the springtime is just as rich in its suggestiveness as is the autumn since I come to think of it. There are Lincoln's and Washington's Birthdays and a number of other events that make excellent leads to interesting history work.

"Possibly the best way that I can suggest what to do to teach history in the lower grades is to tell you what I have done. You may think I am very egotistical but I can tell what I have done much better than I can tell what some book says to do. I have been reading the books, and I know what they say about it, and much that I did was based upon what they had to say. But I believe you will get more out of it if I tell you what I did than if I tell you what McMurry, or Kemp, or Finley-Johnson, or someone else has said about it.

"I enjoyed the talks at our last meeting by Mr. Ransom and Misses Liberty and Steinberg more than I ever enjoyed any speeches that I have heard at institutes. I think the reason was that they told what they had done

rather than what some author said to do. It is all right to quote the author, I believe, if one's position is questioned and he needs some authority back of him, but as for me, I would rather any time have a speaker say 'I did' than to have him say, 'they say.'

"Well, *I did*,—I mean *we* did. We decided to study during the autumn months, 'American Pioneers.' After talking at some length about what a pioneer is, we decided that he is one that goes before the crowd, that leads the way and shows the others how. That is the way the children defined the word.

"I asked the children to bring in the names of the pioneers whom they wanted to study about during the autumn. Each was to see if he could not find a very interesting pioneer of whom no one else would think. Two days were to be used in finding the best pioneers before the names were to be presented for final selection.

"It was a joy to see them hunt through the little historical readers for the particular names that they wanted to present, to note their perplexity and observe their discoveries. Each one guarded his information with that kind of anxiousness that always gives away the secret. It was a secret, nevertheless. They were saying, 'You cannot guess what great pioneer I am going to present. He is the best of all.'

"When the time came to make the selections, all of the names were placed upon the board. Each child had an opportunity to give a sketch of the character that he wanted to present for further study. Twenty names were presented. I told them that we should not have time to study more than six of them and that it would be neces-

sary to select. The following were chosen:—Columbus, John Smith, Miles Standish, Daniel Boone, Marquette, and Lewis and Clark (considered as one).

"In general, this is what was done with each character. We agreed upon some large questions that we wanted to ask about them. The following are typical:

What did he do that makes him worthy of our study?
How did he happen to do this?
Who helped him to do it?
What were the most interesting incidents in his life?
What difficulties did he have?
How does what he did, affect us?

"You can see that in finding answers to these questions, we had an opportunity particularly for three things; (*One*) This called for a great deal of reading. Each child knew the large general ideas for which he was reading. We have an excellent library in our school and its service has been almost one hundred percent of its possibility, in so far as our history study has gone. (*Two*) But the reading has been only a preparation for the delightful group conferences that we have had. Talk about joy—our history conferences are the very acme of it. There is but one sorrow about them—every child is grieved that he cannot tell all of the story. (*Three*) But both the reading and the discussion are together but a preparation for the third stage —dramatization.

"If you had been with us on October 12th and had seen the children present 'Columbus, the Pioneer'—their own production, at the annual meeting of the Commercial Club, you would have realized that children in the lower grades of a country school can get the essential facts of

history even better than some of us got them when we were in high school.

"There are six children in our fourth grade. When the time came to dramatize, the children decided that they wanted to present six scenes in the life of Columbus. They elected a captain for each of six groups from these six fourth-graders. The scenes were selected, names given and the lines definitely marked. Then the battle was on. More secrets; more secret conferences; more excited whisperings in the corners, cloakrooms and halls.

"The scenes were:—

Columbus, the boy, on the seashore.
Columbus presents his plan to Queen Isabella.
Columbus says 'Sail On.'
Columbus takes America in the name of Spain.
Columbus is received at the court of the Queen.
Columbus dies in prison.

"I might go through, in the same way, all of the biographies that we have studied but that is unnecessary. I am sure that you see how this was done.

"We did not take up these biographies in just the order that they were named. The fact is that at present we are working on the life of Miles Standish for, you know, next weeks is Thanksgiving. We found some time between to study two other types of pioneers.

"One day after we had studied two of our pioneers of the exploring type, I said to the children: 'I wonder if there are not some other kinds of pioneers besides these who explore the country. I wonder if there are not some other things to explore besides new lands.'

"There was silence, for a minute, and then Clarence Dunker said—'Miss High, wouldn't a fellow be a pioneer who thinks of something before anyone else does?'

"I asked the children what they thought of it. After some consideration, they decided that he would be for 'he goes before the crowd and shows others the way!'

"Immediately, Alvin Rehfield shot his hand up and said: 'I know a pioneer of that kind. Robert Fulton who invented the steamboat was a pioneer.' Soon other hands were up, but I stopped further conversation by telling them that on the next day we would let each present a name of the kind of pioneer whom he thought we should study.

"The following morning eight names were selected in the manner indicated before: Fulton, Stevenson, Morse, Marconi, Howe, Arkwright, Edison, and McCormick.

"The study of these characters does not lend itself so readily to dramatization as does the study of the exploring pioneers. There is not the same opportunity for the use of color in costuming; but even in this kind of study, it is astonishing how the child's imagination does work and how he will improvise means to show to others what he thinks the situation was. The study of this type of pioneer is no less rich in possibilities for interesting reading and engaging group discussion than is that of a character like Columbus.

"But to me the most interesting study of pioneers is the third sort that I have tried. The day we finished the study of McCormick and the mowing machine, Margaret Ristau said:—'Miss High, I think that McCormick is the most interesting and most important to us of all of the pio-

neers. If it had not been for him, we could not grow so much wheat here in our state. We owe our greatness to him.'

"That statement gave me a thrill, an inspiration, and a rebuke. I was delighted that a third-grade child would see the connection so clearly. I had an inspiration as to what I might do next. I felt rebuked that I had not thought of it before.

"I must confess it to you, that I have always had a sort of a notion that the pioneers were all dead. A pioneer settled Massachusetts, Virginia, Kentucky, or California. He had nothing to do with the place where I live. He is some sort of a mythological character shut up in a book, and he lived long, long ago and far, far away. Here this child had made me see that a pioneer had really affected me here in my own state, in Gem County, in Warren. He had something to do with the salary that I am receiving and the food that I am eating and the kind of house in which I live.

"For once, I lost my speech. I was stunned by a thought. Did we not have pioneers, heroes, heroines in the Middle West once upon a time? What about those people who spent the first winters here in this cold climate without houses, on these bleak plains? The situation was far more trying than it was for those Puritans who spent their first winter on New England's 'stern and rockbound coast,' or in the much more temperate climate of Virginia where John Smith and his hardy pioneers felled the trees and built a state.

"I don't know how long I sat stunned into silence with the thought, but I was aroused by Everette Cloos saying: 'What is the matter, Miss High?'

"I replied that I was just wondering if they knew any pioneers, personally. I asked them if they knew of any persons around Warren, or in Gem County, who were the first to do certain things in this county or this community. They did not know any such. This was a good place to stop for that day. I asked them to find out the names of all the Gem County pioneers that they could by the next morning.

"The next morning they came to school brimful of information about local pioneers. They had used the telephones during the evening. They had talked to the oldest settlers in the neighborhood. Some had gone so far as to 'phone up to Amberville and ask the local newspapers what they knew. They had found that a man named Clarence Johnson was the first man to settle in Gem County. James Lindboe was the first child born in the county. Rev. Uriah Hopkins was the first preacher. Dr. John Amos was the first physician. Brown Brothers owned the first automobile. Mr. Bair owned the first aeroplane. There were many such items as these presented.

"When all the other children were through presenting the names of their pioneers, then Allen Conlee said: 'Miss High, I have the very finest of all of the pioneers to present. My pioneer is the one who is most akin to us right here in this room. All the pioneers whom these children have talked about are men, just as if a woman cannot be a pioneer. My pioneer is a woman. She lives right here in Warren. We see her every day. She has done the finest work and made the least fuss about it of any of the pioneers. I am talking about Mrs. Mary Sampson who was the first teacher in this county. I think we should study about

Mrs. Sampson and the schools of Gem County. I think we could get up a play on that subject which would beat our Columbus play all to pieces!"

"Whenever Allen talks, all the children listen. He does not speak often. He seems to think that it would be wrong for him to tell what anyone else is able to tell. They greeted his speech with applause. You will be interested to know that the children of my room are now writing a play according to his suggestion. They will present it the week before Christmas at the annual special meeting of the Parent-Teacher Association.

"It is being kept a secret from Mrs. Sampson. She will be taken there to see the rôle that she has played in local history, depicted by this group of budding playwrights and theatrical stars.

"I must not talk longer about what we have done. You have all probably done much more. Let me see if I can sum up for you what we have done by stating it in a few general principles that may be of use to you. In teaching history in the lower grades—

Make use of the material that is rich in human interest and dramatic possibilities.

Create, by well-planned questioning, the curiosity and interest of the children. Develop the element of competition at the time you assign the problem for study. Then be sure that you have suitable, interesting, readable material in abundance, to supply for their study.

Make your recitation a pleasure period in which you live over with your children in the most realistic way possible the events of the story or incident that is under discussion. Let them forget, if you can, that it is a lesson.

Stimulate the children's imagination, creative powers, and dramatic gifts by letting them live over, in acts as well as thoughts, deeds of the character you are studying.

Make use of the local historical material. This has a civic value superior, probably, to all of the other material.

Maps, pictures, old materials, and costumes are of prime importance in the teaching of history.

"Madam President, I fear that I have sinned against time and the audience. If I have, though, I am glad that it is a sin of commission and not of omission. Thank you."

Miss Walker began by saying: "Friends, I was just thinking, as I listened to Miss High, how much like little children, are the big ones. How much we adults are like children, also, I might add.

"Large children like the game of competition. They like to face difficulties—intellectual difficulties. I believe that when children do not enjoy studying it is because they are not confronted with anything which they think of as a problem to be mastered, as a difficulty to be overcome. Working merely to get the facts on a certain number of pages or to make a good recitation is not sufficient motive to prompt a real, red-blooded child to do his best thinking and his best investigating.

"In our schools where there is but one teacher to do all of the work, I fear that the children in the lower grades do not get their share of attention when it comes to history. I am very glad to have heard Miss High tell how she handles the subject. I believe I can now improve upon my past accomplishments in the lower grades. But we have been able to use the lower grades a great deal as

helpers to the upper grades in their dramatic presentation of historical facts. Since the lower grades in a one-room school hear all that the upper grades do in history, perhaps they do get more from it than we imagine.

"In a one-room school, as all the teachers here know, there is not very much time for anything. We must plan, therefore, to save and gain all of the time we can. I do this by having but one history class for both my seventh and eighth grades, instead of having a class for each. Then instead of studying pages in our books, we study certain big questions that the book answers. Some of those questions we are going to take during this year. Others we shall take during next year.

"I must tell you, though, that I have sweat blood this fall in arriving at my decision as to what plan of work I was going to use and in gaining facility in the application of the plan. Heretofore I have never been satisfied with my work in the teaching of history. I have assigned certain pages and have asked questions on those pages. For me and for the children, that plan was a tax upon the memory and did not demand, to a very great extent, the use of reason.

"When I was assigned to this committee, I determined to see if I could not arrive at some better plan. Everything that I read upon the subject emphasized that history should be taught according to the problem method. I determined to try it. I could understand the principle on which it was based but I had some difficulty in applying it. I was not used to it. The children were not accustomed to it either. There were old habits to overcome. When we first started I did not know how to pick out good problems,

and the children did not know how to proceed in solving them. I was frank with them and told them that I did not like the old plan and was trying a new one. I asked their help in trying out the new plan. It was not long before we both began to gain confidence and strength. As soon as we began to realize that we were meeting with success, our attitude changed from one of painful effort to one of enjoyment in the performance of a task in which we felt our strength. During the recent weeks our history work has been a great pleasure to us. We are now in the challenging mood and are willing to tackle almost any problem that comes along. Alexander-like, we are looking for more worlds to conquer.

"That you may understand me, I shall give a few of the problems which we have tried and shall try to solve:—

One. What European nations made discoveries in America? Where? When? By whom? Why?

Two. How did we come to be a nation?

Three. How did we come to have the form of government that we have?

Four. How, when, and why did our nation grow territorially?

Five. How and why did our nation grow industrially?

Six. What wars have we had? Why? Who were the leaders? What were the results?

"These questions will show you how we organize all of our historical material around about a dozen large questions that we want to answer. Of course there will be scores of smaller ones under each of these which will arise naturally in the course of investigation and discussion. The children themselves will ask them. All that the teacher has to do is to keep one eye on the goal and the other on the compass so that she can see where the class is going.

"We give no attention to pages in our book. Sometimes we bring together a statement on page one and a statement on page five hundred to prove a point that is under discussion which may have arisen from page two hundred. What we want, in fact, is their relation to the question which we are trying to solve. I do not hold the children responsible for the facts contained within certain pages. I do not tax my memory with trying to do that either. I hold myself responsible for questions that will provoke their interest and guide their discussion to a definite end. All that we do together is to hold ourselves responsible for answering to our unanimous satisfaction the question which has been raised. Our best study and discussion comes in bringing about that unanimity of opinion. So long as there is one unconvinced, we stay by the question and the investigation.

"Thirty minutes is the usual length of the class. Sometimes we are in actual discussion only five minutes of that time. If we come upon an essential item that no one knows, we adjourn and go into a research session until that fact is found. Some days we spend the entire time in investigation. But when we do come to the class, as the boys say: 'We make the fur fly.' I prefer to say: 'We make the facts fly' for that is what we literally do.

"It is almost unbelievable to what extent a youngster will go in order to prove his point when he believes he is right. Instead of studying one text this year, we are studying a dozen of them. Instead of reading a few hundred pages as we would do, if we stuck to the text, we are reading a few thousand pages. Old histories which their older brothers and sisters studied have been resurrected

from the attic. Old pictures, stereoscopic views, newspaper and magazine articles, old pieces of antique furniture, old guns, old daguerreotype likenesses of their ancestors tenderly encased in the ancient family album—all of these things and scores of other items that I do not now recall, have been brought into class to illustrate a point or to prove their contention that thus and so was true or false.

"Yes, we have been dramatizing some, though not very much. Dramatization does not appeal to older children, perhaps, quite as much as it does to the younger ones, unless it is to be used for some real occasion. But my children have been getting great fun from something that takes the place of dramatization—it is a form of dramatization. I mean pantomimes, charades. They enjoy the historical charade above any form of play that they have had this session.

"The school is divided into two teams that are active rivals. Myron Sweet is the captain of one team and Wilbur Gange is the captain of the other. They and their teams are always on the *qui vive* for good material for a historical charade. I am getting a liberal education watching them present their performances. One can see anything he likes from Columbus walking on the Genoese seashore to Goethals digging the Panama canal or Clemenceau presiding at the Versailles Peace Conference.

"Children in the lower grades, I take it, are charmed by the somewhat mythological, superhuman phases of history. In the upper grades they want the real thing—real people, real places, real facts. They still like heroics but not impossible heroics. They have passed the good

fairy stage and they want to study about people who had real difficulties to overcome. They do not expect their characters to wave a wand and have their wish come true. They expect them to work hard, fight hard, sacrifice, bleed, die, perhaps, to make their hopes into realities. Anything less than this will not challenge their highest admiration.

"If now I can disentangle all of this quinine from its sugar coating and give it to you straight, I would say:

One. Classify your historical material into a few big problems and then solve those problems.

Two. Do little talking yourself. Encourage your children to present their facts and argue their case as a lawyer would before the court. You are merely the judge to see that justice is done.

Three. Use the blackboard to summarize the facts of the case.

Four. Encourage the children to supplement their text with material from any source that will bear upon the point under discussion. This will enlist the interest of the community and will make a fruitful use of the materials of the child's own environment.

Five. Stimulate the children to get their play out of historical material. This will fix facts in their minds, encourage their ingenuity, and broaden their powers of literary and historical appreciation.

Six. Show the children how to use the Index and the Table of Contents as a quick and reliable method of finding a needed fact.

"I have talked so long, I, unlike Miss High, fear you will wish that my sin had been one of omission rather than one of commission."

"There is but little left for me to say"—said Miss Wyman, who, as president, was presiding at the afternoon session. "Civics is so closely related to history that about all I shall have to do is to say 'Amen' to what Miss

High and Miss Walker have said. Civics is the study of citizenship. When history has been studied as we have had it presented to us this afternoon, it is impossible that very excellent civics shall not have been taught. Whenever we present a historical fact in the form of a question that must be solved; whenever we ask how it was done, by whom it was done, why it was done, we are then getting situations that are prototypes of the situations that we have rising from day to day in our own life.

"When we ask how those events affect us now, when we inquire into the causes, the motives, and the results of historical events, we provoke truly normal civic reactions and build up within the children truly normal civic ideals.

"There are just three points that I wish here to emphasize and then we must turn to the other phases of our program. Those three points are:

"First. In order to teach good civics, we must emphasize the motives and purposes of an organization even more than we do the form. If we emphasize the form only, the child will forget the form and then he will have nothing left. But if we can get him to enter fully into the purposes for which certain offices are created or certain principles are put into a law or the constitution, he may forget the facts but he will have a civic ideal that will stay with him.

"The second point that I wish to make is that civics should be taught in connection with real situations. When we have arrived at a point in our history study where some governmental machinery is created, then is the time to study it. We have the background for it. We can see the needs for it and the motives in it. We need to study

it in the light of the personalities that participate in it and the interests that they represent.

"A third point that I want especially to emphasize is that we must emphasize more the local phases of civics. I fear that we have thought too much of civics as Miss High said she had always thought of pioneers. We have thought of it as the form of the government located at Washington. We have been disposed to believe that we were trained in civics when we could name the members of the Supreme court, the President's cabinet and the senators and representatives from our own state.

"We must think of civics as a study of the government of our own state, county, township, school district, village, and school. We must give our discussion about government real meaning to the boys and girls even down to the very youngest child in our school. The fact is we must begin our study of civics in our schools and finally get to Washington and to the United States Constitution, and the covenant of the League of Nations. Class monitors, student helpers, Boy and Girl Scout Organizations, the Parent-Teacher Association in our school, the school board, the tax assessor, the tax collector, the treasurer, all of these offer the best material at our hands for the teaching of civics. Let's make civics something that we do, as Miss High said, rather than something 'the book says.'

"Before the meeting is adjourned, we are to have some humorous readings by Mr. Moore."

Miss Wyman took her seat. Mr. Moore responded to his name with a favorite Riley selection which was appre-

ciated by the audience. The pastor of the church was present with his camera. He took our pictures while we were all in laughing mood, after which we started home.

Hoping that you will be a better citizen than ever before as a result of this letter I am,

Patriotically,

Martha

HILDA'S MEDITATIONS

1. Miss High implies that there is not much necessity for following a logical sequence in the teaching of history in the primary grades. Is this true? If so, why?

2. I have always felt that an understanding of ancient European history was necessary to an appreciation of American history. These teachers do not seem to have such a view. Are they wrong or am I?

3. The study of history, when done after this fashion, seems to bear quite close relation to silent reading. I wonder if one were smart enough, could she not teach reading through history, or history through reading? What I mean to say is—"Is there a very close line of demarcation between the various subjects in our school curriculum?" Might I not take any one of them and teach practically everything else if I only knew enough?

4. Miss Walker seems to think that the chief difference between the methods to be applied in teaching history in the lower and upper grades is in point of emphasis. In the lower grades, personalities, biographies of a very heroic sort should be studied, while in the upper grades historical issues fought out by real men should be centered upon. If this is true, what explanation is there for its justification? Of what historical value is a historical charade? Why would this be valuable in a one-teacher country school?

5. Why should motives be emphasized in the teaching of civics? Are not knowledge and conduct the things needed? Which of these three phases should come first?

6. Could civics as a subject be eliminated from the course of study if we teachers knew enough about the subject to teach it incidentally?

7. Miss Wyman speaks of making the study of civics the study of local affairs. To what extent, I wonder, might the local officials themselves be used with profit in this study?

8. Is it true that small children in the elementary grades can get the idea that they themselves are citizens? Will the understanding of what they should do and why they should do it guarantee that they will do the right thing? If they do not, then what should the teacher do?

What Hilda Read in order to Answer Her Questions:

Teaching the Common Branches—Charters. Chapter XI.

The Elementary School, Curriculum—Bonser. Chapters VIII, XII.

The Teacher, the School and the Community—McFee. Chapter X.

CHAPTER X

COMMUNITY TEAMWORK

November 30

Dear Hilda:

"Teamwork" is the biggest word in my vocabulary nowadays. I have never realized before how much more can be accomplished, and how much more pleasant an undertaking can be while it is being done, when people work together than when they work alone.

I have the feeling, matured almost to the point of a conviction, that the reason why we do not do more teamwork is because of our selfishness. We are so much afraid that we will help the other fellow that we even sacrifice all the help that he could render us in order to avoid it. It is the old story of "cutting off one's nose to spite his face." It would seem that anyone would know that he could get more help from a dozen others than he alone could give.

It is with a blush that I now recall some of our thoughts and even words on the day of our organization meeting on October 3rd. Miss Gallop, our county superintendent, had written us that she would like us to coöperate with her and Mr. Moore to test the value of supervision. Mr. Moore had been at all of our schools and had given the Standard Tests. We had gathered for the first teachers' meeting of the group. I shall not say whether we had gathered through interest or through the spirit of curiosity,

or even of criticism. At any rate, I am certain that our attitude was anything but that which is represented by the word "teamwork."

To illustrate to you, let me quote a few of the expressions which I heard on that day prior to our first meeting:—

"Do you mean to tell me that we are expected to meet once a month for an entire day of discussion?" said one.

"Yes; and on Saturday, at that," said another.

"Saturday is my only free day to go to town, to do my laundering, and do a thousand other things that a teacher has to do. Besides, we are not paid for Saturday," another added.

"We get little enough for our work as it is. If the school board, or the county superintendent, or anyone else wants us to do this work, let him pay us for it," someone else chimed in.

"What will we get out of this, anyway? Our salaries will not be raised a dollar. It will cost us time and a good deal of money to get to these meetings that are to be held throughout this end of the county—all the way from Dan to Beersheba. I don't propose"—but Miss Gallop and Mr. Moore came in just at that juncture, and the discussion was cut short. I don't know what might have happened if the discussion had progressed much further.

You can see, Hilda, we were rapidly getting to the point of believing ourselves very much wronged. We were imagining ourselves duped to serve the purposes of another. We were overlooking entirely what we were to gain. We did not see that our work was to be studied for the benefit of many other teachers. Not once did we think of the social pleasure that would be derived from our com-

ing together. We did not consider the service that might be rendered these poor little rural communities by having meetings of an unusual character held in them. Our professional growth was put entirely out of sight. No, we were suspicious that someone else might profit from our work. That was sufficient. I am sure that there is not one of the number who would not now blush to recall the words of that little comedy which served as the prologue of the big drama that we are now playing.

By the end of that first meeting we had each and all realized what we had gained by our coöperative effort. In one short session we had learned how to score that particular Standard Test in Reading. We had learned how to figure a class "Median;" we understood what the "Mode" of the class meant. We could see what the upper quarter, the lower quarter, and the middle half of the class distribution were. We had come to have some understanding of the relation of speed to quality in reading. We had caught a glimpse of our possibilities as teachers of that subject.

Suppose we had been working alone to master the same facts. It would have taken us days, possibly weeks to have mastered the same thought. The tragedy of it is that we probably would not have mastered it at all. People do not work much when working alone. It takes contact to cause us to work. Sociologists have shown that the great people come from the crowded sections of our country. It takes the crowd to develop in the individual the impulse to act.

When the next meeting was held on November 1st, here at my little school, I saw some more evidences of the

benefit of teamwork. Never before in the history of our school, probably, had all the people of the district gotten together to do their best in the entertainment of a group of outsiders. They found genuine pleasure in doing it and are now proud of themselves on account of their accomplishment. From the time the committee got together to plan their meal until the last person was served, there was teamwork. One provided one thing, another another thing, until the entire meal had been arranged. In the serving of the meal, each hostess had her own particular part to perform. There was no duplication of materials or effort.

I have already told you of the work done by the teachers' committee at the afternoon session of that day. You will see that there was teamwork in that committee. So well did it plan its work that there was no repetition, and yet all that was said fit so well into everything else that was said, that it might easily have been the discussion of one person.

What I have said of the meeting at my school on November 1st might have been said with an equal amount of truth about the meeting held on November 22d at Miss Fish's school. The fact is that the spirit of teamwork seems to have gripped us—teachers and patrons.

The thought that is now taking possesssion of me is: To what extent might this idea be carried if it were properly cultivated? Already I see that the children may be taken into the game just as well as the adults. During this month we are doing some interesting work in spelling. Every teacher and child in the zone is coöperating in it. I dare say that every parent is, also. From what I know

of the situation in my district, that is true. I shall tell you more of this in my next letter.

If such is true of this small organization of ours, I wonder if it might not be true of a much larger organization. It was true of us during the war. As a nation, we all did fine teamwork. We saved our money. We "hooverized" on the various kinds of food that were needed by our soldiers. We contributed to the various funds that were collected; we made bandages and garments for the Red Cross. *We did teamwork.*

Since the war, we seem to have lost the art of coöperating. We, like the biblical hog, seem to have returned to the mire. We seem to be afraid that someone else will get the credit. We seem to think that everybody but ourselves fell down on the job which he was supposed to perform.

That attitude in us is pitiful, tragic, even, when it applies to national affairs. It is even worse, I feel, when it is manifested in matters of a local nature. When it is someone off at Washington, of whom we are suspicious or at whom we are hurling our anathemas, it may give us relief to give vent to our feelings, and yet it may not do him very much harm. If, though, it is someone very close to us, the damage may be irreparable.

What I am most interested in, therefore, is local teamwork. I wonder if it might not be possible for us, locally, to forget that we are Democrats and Republicans, that we are townfolk and country folk, that we are Protestants and Catholics, Christians and Jews. I wonder if we could not develop the idea that we are, first of all, human beings and members of a common society. We owe a debt to all

of society that is greater than that which we owe to any section of it, with the exception of our own family for whom we are chiefly responsible.

I have been thinking of what might be accomplished in a county if the various forces were really to coöperate, *do real teamwork*. What might we teachers accomplish if we conceived some big piece of work for our county and then put our "shoulders to the wheel" to carry it through! What a service the ministers of a county could render if they would forget their own little congregations and the particular dogmas of their special creeds! What miracles might the physicians of a county perform within one month if they were to go coöperatively into the miracle business! What a mass of legal misunderstanding and community discord might the lawyers prevent if they set themselves the task of mass service! Suppose that all of the community service agencies of a county, such as the County Superintendent of Schools, the Agricultural Agent, the Home Demonstration Agent, the Red Cross Nurse and the County Physician were to coöperate in a series of "revivals" for the purpose of educating the public along health lines, don't you think they could do more in one month to awaken the intelligence of the county than they all do now during an entire year? I do.

There is no subject about which the public is more ignorant and at the same time in which it is more interested than the matter of taxes. Can you think of anything that would do more to educate the people than a series of institutes held in various communities of a county for the purpose of informing and instructing the public about the county government. The amount of money needed,

how it is assessed, how it is collected, how it is distributed, how it is sometimes wasted, how it might be conserved. Every officer of the county, from County Commissoner or Police Juror up to the State Senator, should be drafted at intervals to serve as a part of a "flying squadron" to tell the people about their government. Such teamwork on the part of our officials would do much to make us pleased with our governments and make us more intelligent and responsible citizens.

We teachers are sometimes blamed for our ignorance along the civic and political lines. We cannot know everything. What I think we should be blamed for, though, is for not drafting all of the other people in a county to assist us in teaching the public. There are plenty of people who know much more about their work than we do. We should never teach anything if we can find someone else who can teach it better than we ourselves can. If we can draft him into the service, he will not only do a good piece of work that the people need to have done, but he will be our friend forever, because we gave him the opportunity to do it.

As I said once before, our task must be that of discovering talent. We must discover it in our boys and girls, to be sure, but we must also discover it in the men and woman who are around us. One of the biggest discoveries we make must be to discover the teachers of our community and our county. We must realize that they are engaged in all sorts of business. Some can teach by telling what to do. Many more can teach by showing how to do. The latter are the persons, especially, whom we must get into the teaching game. If we could just find

all of these people and get them to show to others what they can do, we would be benefactors, indeed. To do this would be to develop teamwork of the very best kind.

There is another idea, Hilda, which we as teachers must get more clearly in mind than we have formerly—that is, that it is not what others do for people but what people themselves do which educates and benefits them most. We must get the people also to realize this fact.

Mr. Moore told me a story recently, of two towns in Oregon with which he is familiar, which illustrates the point which I have in mind. One of those towns was Korvallia, the other was Allison, a smaller town in the same county which is located beyond the Coast Range mountains, down near the Pacific.

Korvallia wished to hear some good music. It secured as one of its musical attractions for the season Sousa's Band. To do so, cost it several thousand dollars. The band came, rendered its program and went away. The music was greatly enjoyed, of course, but when it had gone, there was left nothing but a memory.

Allison, on the other hand, had a musical aspiration. It employed David South as the principal of its school. David South was not only a teacher of the ordinary subjects; he was a discoverer of human gifts, particularly musical gifts. It was not long before he had organized a band which contained fifty pieces. A large percentage of the community—young, old and middle-aged—were coöperating in the production of music. He worked for three years as the principal of that school. For less money than Korvallia had paid for an evening's entertainment, Allison had secured the service of David South for three

years. South did the work for which he was employed, but in addition, he trained a band. When he left, there remained behind him in the aesthetic ideals and in the motor habits of the people, a power both to appreciate music and to produce it. I submit to you the question: Which of those communities had made the wiser investment of its funds?

Suppose that we, as teachers, had the skill of making the people conscious of their own latent powers. Suppose that we ourselves not only had the power to lead in a number of activities but the gift of finding others to lead in many more. If we could do this, we could have many teams coöperating to pull the community load toward social betterment.

Let us, then, not be so busy pulling in our own little team, or driving our little team, as the case may be, that we fail to see the other possible good teams that are grazing in the pastures, unused and unhappy. Let's discover all of the good draft horses and team drivers of our community and get them into the big game of carrying forward the load of community needs. If we can do this, there is no danger of lack of progress because of lack of motive power.

In the spirit to pull, I am

Your Martha

HILDA'S MEDITATIONS

1. Those teachers certainly were starting out in an ugly mood. I wonder what was the cause of such a spirit among them? Could such a spirit of suspicion be found among other groups besides teachers?

2. Is it possible that the town is providing more great men than is the country?

3. What are the things which a group of from ten to twenty teachers when working together can do better than when working separately?

4. What are some of the things that have been accomplished by rural people when they did teamwork? Could practically any rural village have a band like that one at Allison?

5. Could I arrange for an "institute on wheels," composed of the officials of my county, to educate the people of my community? What are the topics that I would like to have discussed in my own community?

What Hilda Read in order to Answer Her Questions:

Social Psychology—Ross. Chapter II.
Constructive Rural Sociology—Gillette. Chapters XVI, XVIII.
The Social Environment—Davies.

CHAPTER XI

A NEW TYPE OF SPELLING MATCH OCCURS AT WARREN

December 19

Dear Hilda:

Christmas holidays are here. They really started for us to-day instead of to-morrow as they normally should. This was spelling month with us in our demonstration district and we concluded it with an oral spelling match at Warren to-day. We usually hold our teachers' meeting on Saturday but this time we decided to hold it on Friday so that the plans for the holiday vacation would not be interfered with.

The plan for the meeting differed somewhat this time from that formerly used. The purpose of this meeting was primarily social (I shall discuss the match later in the letter). During this month we have been making spelling our special interest. Instead of taking for our work the words in the regularly adopted spelling book, we made up our own list of words. All of the people in this demonstration district are farmers. Mr. Moore suggested that we take Gem County and its historical, agricultural, and social interests as the basis for our spelling for the month. This we did. For the first ten days of the month we selected words for our spelling lists. We had a special topic on which to select words for each day. The entire school participated in making the lists, that is, all the children of each school were in one spelling class

during those days. Each child contributed whatever he could. When each school had completed its list on the ten topics, it sent its ten word lists to Mr. Moore who took them, put them together and made a spelling book which contained all of the words that had been sent in from all of the fifteen schools. The following are the ten subjects used:

1. Words dealing with the history of Gem County.
2. Words dealing with Gem County soil.
3. Words dealing with Gem County crops.
4. Words dealing with crop pests in Gem County.
5. Words that relate to some allies of Gem County farmers.
6. Words dealing with pure-bred animals and fowls in Gem County.
7. Words relating to an up-to-date Gem County barn.
8. Words relating to an up-to-date Gem County farm.
9. Words relating to an up-to-date Gem County country home.
10. Words relating to an up-to-date country community in Gem County.

It was a joy to see my pupils work on the preparation of these ten lists. Heretofore I have usually assigned from four to eight words in the spelling book as a lesson. During the ten days that we were making the lists, I said: "Now, bring in for to-morrow as many words as you can find that relate to our particular subject." Sometimes a child who would grumble over five words in an ordinary spelling lesson would bring in a list of twenty-five words and be thrilled over his accomplishment The more words he found on the subject, the happier he would be.

Our school list for each day was compiled by making a composite list of all the appropriate words that were

brought in by all the pupils. One would write the words on the board as the others made their contributions. We would let the little children give their words first. It was always great sport for them if they had found so many that the children in the upper grades could not add to the list. The children learned more about the library and its contents during the ten days in which they were making their spelling books than they had during all of their previous school lives. They have dug into the encyclopedia, read the state histories, gone over some ancient scrapbooks which were in the community, studied the county map, gone over with microscope and fine-tooth comb every old farm paper and report of the Department of Agriculture that they could find in the bottom part of the bookcase or the dark corner of the coal shed. They have put questions to everyone that came around them and have made life take on a new interest for their parents by demanding each night some words which applied to an up-to-date this or an up-to-date that.

Just as I said in a previous letter, Hilda, children, if given half a chance, will educate themselves and be happy while doing it. If we teachers were only shrewd enough to arrange the situations so as to challenge the child's interest and ability instead of making him conscious of a monotonous chore, if we could do this, we would change the whole atmosphere and result of school life.

Life should never grow stale. Every year of one's life should be as rich as are the first five, in so far as live interests and desire to learn are concerned. The information that we acquire throughout our whole lives should be acquired just as naturally and as eagerly as it is during those first

five years. As a matter of fact, our interest is an evergreen, a perennial. Its appetite does change somewhat, it feeds upon different foods at different stages, but it should always be keen and relish whatever it takes.

We teachers must be better pedagogical cooks in the future. We must study people's intellectual appetites and put before them the things which they naturally crave or else cultivate their appetites so wisely that they will crave the things that are put before them. That is what we did last summer in our cook car, Hilda. If we as cooks would go to the trouble to think in order that we might get a "harvest hand" to eat and be happy, why will we not think equally as earnestly to get a "school child to eat his intellectual food and be happy?"

The cafeteria takes into account individual differences; too often the school does not. At the cafeterias they do not expect all of the people to eat the same things nor the same amounts of what they do eat. There they put the dishes out to tempt the diners, and each person takes the thing that appeals to him most. But in our schools we line up our children in a row, set before them certain intellectual dishes, and say to them: "Here it is, eat it. I hope you like it, but whether you do or not, eat it. I show no partiality in my school. You each have the same amount and you must each eat all that is set before you. If you do not eat it now, it will be set before you next time. Remember, eating is not a privilege, it is a duty. You must eat as a duty to yourself and to society."

Hilda, I submit it to you: Just how long would you enjoy your meals if you had them set before you in this

manner three times every day? I am willing to wager that you,—you who enjoy eating so well—would go on a food strike in less than a week. Is it any wonder that many of our most healthy boys—physically—go on a brain-food strike when it is put before them after this fashion? All that we, as teachers, seem to know is that certain information, certain knowledge, is useful in later life. So we block it out in daily rations, and require the children to take it according to written prescriptions. We do not study the child's appetite, his capacity, his nationality, or anything except what we conceive his "later life" needs to be.

Occasionally it becomes necessary for a physician to give us, in the form of a tonic, some element which our bodies demand but which we have not had supplied through the normal avenues. All good physicians tell us that it is better and easier to get iron through eating certain foods than it is through medicine, and certainly it is much more palatable. Let's stop making medicine out of our mental foods and discover ways to get our children to eat the things that they need and do so in a way that will be a pleasure to them while doing it.

But I was going to tell you about the spelling match. The teachers' club held its meeting from 10 to 11 in the forenoon. It had to be brief for there was so much that was to follow. We had two-minute reports from all of the teachers on the devices used during the month in the teaching of spelling. The variety was great and the cleverness of some was noteworthy. After the spelling reports were given, Mr. Moore took thirty minutes to discuss

the work to be done in arithmetic during January. I shall tell you about that next month.

At eleven o'clock the match began. For the sake of fun and community interest, it was arranged to have the children all spell against the adults. The big point of this

A SPELLING MATCH IN WHICH ALL TOOK PART

match was not how well anyone spelled but rather whether or not everyone spelled who was present. On the one side were all of the children from the second to the eighth grade. On the other side were the adults—everyone from the farm hands to the county superintendent and the head of the rural department of the normal school. The children had some advantage, to be sure. To begin with, they had prepared the spelling book and had two weeks in which to study the words as a preparation for the match.

It is needless, therefore, to say who won in this oral contest. Even though the children were supposed to learn to spell only those words which were easy for them and suitable to their grades, it was found that many of the smallest children could spell even the most difficult words. It was rich to see some teacher or school board member or prominent citizen go down on some word like "fungicide," "Percheron" or "irrigation," and then have some little chap in an elementary grade spell it.

The contest was over by noon. Mr. Moore announced that this spelling match was but a sample and a suggestion of the big spelling match which we shall have at Marshfield next May.

The noon hour was a very pleasant one. The children and the citizens of the entire Demonstration Zone got acquainted with each other. Warren served hot lunch to all. In the afternoon we had an interesting program. First, the children who were the champions for their several grades, in the various subjects tested by the Standard Tests given in September, were introduced to the audience. Then each school represented, gave a little three-minute stunt so that everyone might see who everyone else was. After this the meeting closed by having short talks by two professors from the normal school, by the two county superintendents who were present, by the county agricultural agent for this county, and by a visiting school official from the state department of education in Nebraska. Each speaker had a message of optimism and encouragement for rural teachers and rural people.

Throughout the day the thing which was interesting me most was the number of people who were participating in

the program. There were more than two hundred people present and every one of them felt that the success of the meeting in some way depended upon him. Say what you may, Hilda, everyone likes to work, likes to feel that he counts in the world's affairs. Our big job as teachers and as citizens is to discover genius and get it to work on the job that it can do best. We have individual genius and social genius. We need both. We must discover both sorts, develop both sorts and use both sorts. I see from to-day's meeting that there is plenty of social genius out here on these plains but we need social farmers to cultivate the crop. A spelling match of the sort we had to-day is one way to plant social seed, to germinate social seed, and cultivate the plant of social genius.

I shall see you the day after Christmas at Minneapolis. My patrons here insist that I visit with them until after Christmas day. It is both inspiring and pathetic to see the spirit which they manifest. How can anyone teach and fail to enjoy the work, love the children and the people? I have always felt this way about the children and the people. The thing that has discouraged me in the past about the school work was the absence of professional companionship and inspiration. But now that we have Mr. Moore, that deficiency has been supplied. None of the fears that I had at the beginning of the year have come true and every hope is being realized. I wish you could see how my children and my people love Mr. Moore. To-morrow morning I am going to pack a Christmas box as a surprise for him from our school. Each of the children has made some little gift for him or for some member of his family, and every family represented in the school

is contributing at least two things to the box. The Worthy children are presenting their fattest duck and a half gallon of chowchow; Helen Inkle is giving a quart of jelly and two pounds of butter; Mamie Grout is to bring half a gallon of strained honey and a pound of butter; the Simon children are giving a chicken and a fruit cake; and the Schumann children are giving five pounds of sugar (you know what that means now at the present price of sugar) and two pounds of home-made sausage. You see we are making it a big Christmas. It is all a proof of what I have always believed, viz., that if our school-teachers and school officials would show some real personal interest and genuine loyalty to the rural people, the hearty response would not be lacking.

Wishing you a royal Christmas, I am

Devotedly,

Martha

HILDA'S MEDITATIONS

1. That spelling match and what went before it in the way of preparation interests me very much. I am a little puzzled, though. why it should have been called "spelling." Might not the work with just as much accuracy, have been called agriculture, sociology, economics, local history, or community civics?

2. I note that the children supplied the words which were to be spelled. Is there any pedagogical advantage to be gained by such procedure? Was there any advantage in the consciousness of the children of each school that the children of a number of other schools were making lists on the same subjects? What effect had the approaching match at which the children were to compete with the adults? Could the ordinary spelling lessons have prompted them to have done so much investigating? What are the weaknesses of such a plan for the teaching of spelling?

3. Martha says that every year of one's life should be as full of new, live interests as are the earlier years of a child's life. Why do our interests become fewer? Why do we lose the spirit of investigation which we have in our childhood?

4. I certainly have enjoyed my experience with Martha while we were serving as a part of the threshing crew but I think I could appreciate what she is saying without having it so often illustrated by our experience. She is right, though, that I would strike at once if my food were offered to me as I offer knowledge to children at school. I wonder if this illustration does fairly represent what other teachers do?

5. What are the purposes served by such a meeting as that held at Warren? Among those present were children, parents, teachers, helping-teacher, county superintendents, normal school instructors, and outside educational visitors. What did each contribute to the success of the meeting? What should each receive from such a meeting?

6. Martha's people seem very appreciative of both her and the helping-teacher. Is this attitude peculiar to the people of her district? Who is responsible for that attitude—the people themselves, Martha, or Mr. Moore? Should such a gift as her children presented to Mr. Moore be encouraged? Why? Why not? Are teachers and supervisory officers really responsible for patrons not showing that spirit of appreciation?

What Hilda Read in order to Answer Her Questions:

New Schools for Old—Dewey. Chapter V.
A Guide to the Teaching of Spelling—Pryor and Pittman. Part II, Chapter V.
Our Public Schools—Corson. Chapters XVII, XVIII, XIX, XX.
Rural Life and the Rural School—Kennedy. Chapter X.
The Teacher, the School, and the Community—McFee. Chapters XIX, XX.

CHAPTER XII

MARTHA DELVES INTO THE PROJECT METHOD

Sunday, January 18

Dear Hilda:

I have not forgotten my promise to write you as soon as I knew all about the Project Method of Teaching. The fact is that I have decided to write you long before that time. If I waited as long as that, I fear you would be advertising for me.

During the two weeks since my return, I have taught school all day—arithmetic especially—and each night I have studied the theory of the Project Method and the philosophy upon which it is based.

Sometimes I have thought that I was getting very wise—was a philosopher, so to speak. Sometimes I have felt that I was absolutely lost. I was not certain whether I was entirely lacking in sense or whether I merely had "scrambled brains."

According to my plans I stopped in Amberville and saw Mr. Moore on my return from the city. He loaded me down with material from which he said I could get all of the information I needed about the Project Method. He told me to read especially "My Pedagogic Creed" and "Democracy and Education," both by John Dewey, and "The Project Method" by William Heard Kilpatrick. Kilpatrick, he said, was a great teacher, and John Dewey, he said, was a great philosopher. Besides these, he gave

me a number of articles by people whom he called "The Lesser Lights."

I came home with a very proud and haughty manner, I fear. I was "getting up in the world." I was "studying philosophy." I was attending Columbia University and getting instruction from some of the world's most famous teachers. I was hobnobbing with the world's educationally élite. I looked at Miss Bogard's and Miss St. John's schools as I came by in a very Pharisaical spirit. I had a feeling of "I am educationally more holy than thou. I am studying the Project Method."

Well, I lost that very superior attitude just fifteen minutes after supper. I usually help Mrs. Worthy with the dishes and help get the breakfast plans started before I begin my evening study. But that night I excused myself by saying that I "just had to get into the Project Method."

I started to read Dr. Kilpatrick's article first. I got through the first paragraph fairly well. I began to feel that great educators and philosophers talk just as you and I do. But in the middle of the second paragraph I came upon this statement:—"It must at the same time provide a place for the adequate utilization of the laws of learning, and no less for the essential elements of the ethical quality of conduct." Right then I began to realize that he was using the English language all right, but not my vocabulary. He was talking about the manipulation of some intellectual materials with the same sort of ease that you and I would talk about the manipulation of soda, salt, flour, milk, etc., in the making of a cake. To him those things seemed very simple, plain, concrete. To me, they were very complex, obscure, abstract.

I read on and came to this: "In proportion as such a unifying concept could be found, in like proportion would the work of presenting educational theory be facilitated; in the same proportion should be the rapid spread of educational practice." I began to be dizzy. I began to wish that I was in the kitchen drying the dishes. I knew I could handle them. I began to doubt my ability to handle these ideas.

On the next page I found some relief. He began to talk about a girl making a dress. That sounded like the Fashion Plate, so I read on. I had moments of hopefulness quickly succeeded by centuries of despair until I *got over*—I do not say *read*—that article.

When I was through with it that first time, there was but one idea even loosely lodged in my mind. That would not have been, if it had not been so often repeated. That idea was a sort of a definition of a project. I have been memorizing definitions all my life, so, naturally, the first thing I did was to look for some sort of definition. The definition as I got it is "A project is a whole-hearted purposeful act carried on amid social surroundings."

I began to mumble, mull over, meditate upon these words: "Act," "purposeful act," "whole-hearted purposeful act," "carried on," "carried on amid surrounding," "amid social surroundings." "A project is a whole-hearted purposeful act." "By whom," I asked. "Under what conditions," I wondered. "Amid social surroundings" came the answer. Then, I thought that Robinson Crusoe must not have had any projects, if social surroundings were necessary.

Two hours had passed before I had finished my first reading of that Kilpatrick article. I mean my first effort

at reading. I have read it a number of times since. I shall tell you about that later.

"My Pedagogic Creed" looked interesting, so I turned to it next. There were three things about it that appealed to me. First, it had the word "Pedagogic" in it. I am a teacher, so I liked to roll that word off my tongue. It sounded so scholarly. The second reason was because it was a "creed." I am an Episcopalian, you know, so the words "I believe" seemed very natural and satisfying to me. The third feature of it which had a charm for me was its brevity. We teachers too often select our professional books for their brevity. I read it over the first time as I used to read "The Psalm of Life." There was a rhythm and a grandeur in the sound of it. Much of it was as meaningless to me as was my church creed when I committed it to memory but I accepted it as good because it was a "creed," a "pedagogic creed."

I retired that night in a very pedagogically religious mood. You see I had been reading a "creed." It made no difference that I did not yet comprehend its meaning. It had a religious tone to it, so I was educationally religious. Pedagogical piety was about to possess me. In my bedside devotions that night I fear that my creeds were somewhat confused and that whatever my lips may have said in words of prayer, my mind was saying: "A Project is a whole-hearted, purposeful act carried on amid social surroundings."

During the next two days—I mean nights—I read "The Lesser Lights." I hesitated to attack the big book—"Democracy and Education" by the "great philosopher," John Dewey. You see, since I have always lived in Stygian

darkness, I had to get accustomed to the light by degrees. It is well that I did, for when I began reading "Democracy and Education," I found that I was not able to see anything. I suppose I must have been so blinded by the intensity of the light.

What I am ashamed to confess to you is, the words seemed to be simple and yet I could not get the ideas which they were supposed to convey. What was the trouble? There is a theory, I believe, that there are sounds so great that we cannot hear them, just as there are sounds so small that the human ear cannot catch them. Likewise, I suppose, there are ideas so large that they cannot be grasped. I have long heard about the fellow who could get only so much as his own cup would hold. Here, I discovered that I must have a very small cup for I could read a chapter and not get the faintest suspicion of what Mr. Dewey was trying to tell me.

My teachers and parents used to urge me not to mark my books. As a matter of appearance, that is all right. For the purpose of getting the greatest amount of good out of the book, though, I doubt very much the wisdom of such advice. I found that Mr. Moore had marked this book on every page. These marks helped me very much. They served me as the blazed trees served the pioneers in their early efforts to find their way through the forests. Whenever I found a marked passage, I thought—"well, he must have found some gold here," so I would dig down a little deeper to see if I also could not find a nugget or two.

I read the book through once. Before I finished it, I began to "come to my senses," as the children say. I began to get the idea of what it was all about. When

I had completed it, I then took a day to try to live over and recall the main ideas that I had gotten. In my efforts to review the book mentally I found myself "stuck" in a great many places.

I then started to read it again. This time I did not read it page after page and chapter after chapter, just as they came in the book; I took them up and read them for the purpose of answering my questions. I do not have all of my questions answered yet. The more I know about this philosophy of "Democracy and Education," educating a democracy, educating for a democracy, educating by and through democratic methods, I say, the more I know of this, the more questions I shall have to ask.

I find that this book is a kind of a Teachers' Bible. It is a book that cannot be digested at one sitting. One needs to get a text from it and then think it over from many angles and see its application. Like the Bible, certain great principles run all through it. When the fundamental principles are really clear, then it becomes easy to relate a multitude of isolated and disconnected facts to those principles.

The big principles, as I got them, are mainly these:

1. We are educated only through experience. Experience is not just a happening. It is a happening of which we are conscious. Two people may see the same thing and have an entirely different experience because of the impression that the sight makes upon them.

2. The purpose of the school is to educate. Since we are educated only through experience, then, the purpose of the school should be to give those experiences that will educate to the end desired.

3. Our nation is a nation with a democratic ideal. Our age is an age in which democracy is the goal toward which we strive. Therefore, our school should be a school in which the experiences, the education, should develop the child so that he will feel at ease in society when he gets through with his school and takes up his place as a responsible person in it.

4. If our school is to give such experiences, such education, it must be an institution where the child can work approximately as he will have to work when he gets through school.

5. Our schools are not now such places. At present, they are autocratic. The teacher is the ruler. The child has no voice in his government. He has no responsibility. It is all the teacher's responsibility. He is allowed no initiative. The teacher initiates everything. He does not need to have judgment for he has no opportunity to use it. The teacher decides all mooted questions.

6. If our schools are to become democratic institutions in which democracy is practiced and democrats educated, then it must undergo many changes. The teachers must stand more in the background. They must inspire child initiative, child organization, child judgment, child application of fundamental principles to specific problems. It must become an institution in which the child can experience more things in a direct way, by actually doing them, instead of just studying a book about them. It must be a place where children meet as they do in life, as the boys do on the playground in vacation time. There must be a larger opportunity to act naturally and then to see the consequences of their acts, than is now possible in

our schools where the natural inclinations are restrained by the teachers. The schools must have, probably, different books, furniture, supplies, from those they now have. It may be that the entire community will become the school and that the school will be a part of the whole community.

The above six statements are not all that Mr. Dewey says in his book. Those six points, though, will perhaps give you an idea of the principles upon which he bases his arguments and to which he ties a multitude of other ideas.

When I was through reading the book the second time, I was then ready to return to my "Great Teacher" and to "The Lesser Lights" to see if I could find out how the Dewey philosophy was to be transformed into classroom practice.

I have found it sometimes easier to state an abstract principle than it was to provide the machinery to transform a principle into current practice. Our national Senate is now having a very warm conversation over such a proposition. During the war we all agreed, without reference to party, that the world MUST do something to prevent wars in the future. The League of Nations was formed to accomplish that universally desired end. But the Senate seems not to be able to agree as to whether or not the machinery will work. I turned from my reading of Mr. Dewey's "Fourteen Points" as it were, to the study of the Project Method to see if it contained any disputable "Article X" that might prevent its acceptance by all parties in our "body pedagogical."

Upon this reading of Dr. Kilpatrick's article, I found myself much more able to understand what he is talking about. There are still a number of expressions that he

uses that are "Greek" to me. I presume they are psychological and sociological terms. I have some intimations of what they mean but I do not fully understand them. They perplex me. They provoke me because they make me get off of my pedagogical pedestal and admit that I am still mired in the clay of professional ignorance. I WILL yet understand, though, what those expressions mean, Hilda; I tell you I WILL know!

As suggested before, the general purpose of Kilpatrick's article is to present a workable plan by which the Dewey philosophy may be applied to classroom practice. It is the constitution and by-laws, so to speak, of the school government, the spirit of which, Dewey presents in his "Democracy and Education." Dewey presents the "*what.*" Kilpatrick suggests the "*how*" to educate for democracy.

I shall confine my discussion of the Project to what Dr. Kilpatrick says and not confuse you with what the "Lesser Lights" say. As is the case in the development of any reform, there will be divisions into groups and differences of opinion as the reform advances. The "Lesser Lights" seem to be somewhat confused as to just what a Project is. They are not clear either as to the type of material with which it may deal. Neither are they certain whether or not the child must start it himself or may have it inspired in him by others. For these reasons, I shall present only what the "great teacher" himself says about it.

In the first place, he says that a project may be the work of one person or it may be the work of a group of persons working together to one end. Let me illustrate:—

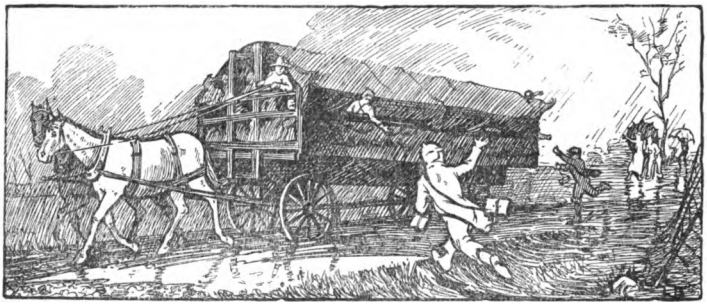
Floyd Trask, one of Miss Bogard's sixth-grade boys, is a very ingenious chap. He observed the Rural Free Delivery man pass by the schoolhouse daily, traveling in a little enclosed one-horse carriage which protected him from the cold north wind. This inspired in the boy the desire to have such a "cab," as he called it, in which he and his sisters might come their two miles or more to

THE "CAB" PLANNED AND BUILT BY ONE SCHOOLBOY

school. He began to plan for such a "cab." He designed it, got his materials and went to work. Now he drives to school daily in that "cab" and he and his sisters keep as warm as toast. That was an individual project—self-initiated, whole-heartedly performed, and carried on amid a social surrounding. By "social surroundings" I mean other people were interested in what he was doing and he was interested in what others thought of what he was doing. It was made to satisfy a felt need. The accomplishment of it was accompanied with satisfaction.

When we had our spelling match at Warren before Christmas, the Marshfield children had to meet the diffi-

culty of finding a suitable way to get to Warren and back home again. Railroad connections were unsatisfactory. They thought of one way and then another. Finally, they settled upon the plan of getting a large wagon, putting on it a hay crate, and covering it with a tarpaulin. Into the bottom and along the sides of the crate they put some hay. This made for them a suitable mode of conveyance. To



A SCHOOL WAGON PROVIDED BY THE COMMUNITY

accomplish this, one family provided the wagon, another furnished the crate, another contributed the tarpaulin, someone else gave the hay, another provided one of the teams of horses necessary and another provided the other team. All of the children had had a part in working out the plan and in carrying it to its happy conclusion. This was a group project—"carried on with whole-hearted purposefulness amid social surroundings."

The difference here is merely a difference of numbers. You see, Hilda, a project may be the work of one person acting alone, or it may be the work of millions, as it was during the war. If we ever succeed in getting a League of Nations perfected so that all the people of the entire

world will be engaged in the same worthy end of trying to avoid war, then that would be a world project—carried on, we hope, "with whole-hearted purposeful activity amid social surroundings."

Now, having this idea of numbers fixed in mind, let us turn next to the types of projects in which these people, whether acting alone or in groups, may engage. There are four of them which Dr. Kilpatrick describes. I shall see if I can think of illustrations of each as I give them.

The first kind of a project is one that *deals with creating tangible, physical things*. Both of the projects presented in the above illustrations were of this sort. We could see the "cab;" we could see the "prairie schooner." There may be other forms besides those which are presented in wood. Mr. Moore publishes a little paper which he distributes among the children each month. For him that paper is a project of this first sort. I told you that my children were preparing a Christmas box for Mr. Moore. That was a group project for them. It took the form of chicken, duck, preserves, chowchow, etc. A few days before Christmas we gave a little entertainment at the schoolhouse one evening. The people saw us perform. They looked at the materials that we had made for their pleasure. The whole program was for us a group project. You can see, of course, that there were many individual projects necessary for the group project to be realized. Each child had made several presents for members of his family. Each of those little presents constituted an individual project for the child. The sum total of all of these little projects constituted a group project for the school.

The second kind of a project is one which *places the emphasis upon enjoyment* of a quiet, intellectual, spiritual, aesthetic nature. During the week before Christmas, the children and I decided that we would use our morning exercises to enjoy things relating to Christmas. One morning it was snowing. The snow was falling gently—not blowing as it usually does—and it was "lovely Christmas weather," the children said. We decided that would be a good time to read "A Visit from St. Nicholas." We lived every scene of it.

On another morning, the sun was shining beautifully. The atmosphere was calm. There was a quietude and a solemn grandeur about the morning that gave one the spirit of worshipfulness. We decided that would be a good time to study about the Christ child. One of the children read from the Bible the story of the wise men who watched by night and who saw the star of Bethlehem. You recall how they went and paid homage and gave their gifts to the little Savior as he was cared for in the manger. After the story had been read, we then studied that picture—"Jesus is Worshipped by the Three Wise Men." We then took our graphophone and put on the record of "O Little Town of Bethlehem." We, ourselves, felt that we had been to see the little Master. It was such an impressive little religious service. We had enjoyed the story—told so simply and directly. We had found pleasure in the picture. We discovered a sweetness and a meaning in the song that we had never found before. These, Hilda, are illustrations of a group project of the second sort—where *appreciation is the end desired.*

The way I happened to think of suggesting this series of morning exercises came about this way. After listening to Mr. Ransom's talk on Picture Study, about which I wrote you sometime ago, I decided to do some study of my own. One night as I looked over some pictures that I had secured, I came upon this one that I have just mentioned. I found myself enthralled by it. I had seen it many times before but it had never made such an appeal. My personal study of it for my pleasure is an illustration of a project of the second sort that was carried on by one individual.

The third kind of project is an *intellectual tangle, a cross-roads difficulty*, a situation where you say to yourself—"Is this the way or is that the way?" Every intelligent, independent citizen has this type of a project before him every time he comes to vote. He must weigh values and measure men. He must determine his goals, judge his materials, and draw his conclusions. The nation, taken as a whole, has such a project to work out when it selects a president and a Congress.

This kind of project may be thought of as an intellectual problem. You can see then, Hilda, that this kind of project might be a very small one that would occupy a very little space of time such as solving a problem in arithmetic, an equation in algebra, or an original in geometry. It might be to pick out the verbs in a certain passage, or decide what was the correct form of a written letter of the alphabet, or to select the best of a series of twenty compositions. It might also be something so large as setting up a new form of government, as Russia is now undertaking to do.

The fourth kind of project has to do with the acquisition of skills, the formation of habits.

Roy Werth has had a great deal of difficulty with his penmanship. The last time Mr. Moore visited us he challenged Roy to a contest to see who could improve more in penmanship during the year—he or Roy. Roy is now working to the limit of his capacity. He has the penmanship scale on the wall of the schoolroom close beside him. Every day after a period of practice, he takes his best sample to the scale and sees if it is any better than the sample with which he is comparing it. The acquisition of skill in penmanship is his individual project.

We have a very fine illustration of a group project of this type in our American boys who were training to go to the World War. There were four million of them who were drilling every day to get in shape for the conflict. Certain skills had to be acquired, certain habits had to be formed. Each soldier had, as his individual project, to bring himself up to the standard. They, all together, had a group project to make of the army a trained body of men that could be relied upon to respond to certain standardized situations by certain standardized responses.

This, Hilda, is the gist, as I see it, of the new philosophy that is animating education, and of the Project Method of Teaching which is proposed as a way of transforming the philosophy into classroom practice and custom.

I think you will agree with me that neither of these is entirely new. They are old ideas presented in a new light, with different clothes. Human nature is very nearly the same as it was when man was a naked creature in the jungle. But as man has developed institutions, he has

redirected his original nature somewhat to suit the institutions which he has found wise. In the early days, government was an autocracy of brute force. Now, we are all thinking in terms of democracy, equality of opportunity. Even after we were organized as governments, we controlled people with forces outside of themselves. If we are to have a real democracy, though, we must have people control themselves chiefly by the forces within themselves.

I spoke just now of our nation's training four million soldiers to fight the battles of civilization. With a real democracy, our nation must train not four million soldiers, but it must train every individual in the nation. All of the individuals in all of the nations must be soldiers if we are to have a true world democracy. They will not be soldiers who are trained to respond to certain standardized military situations with guns and other agencies of death, but soldiers who are educated to respond to social situations with noble purposes, practical ideas, and generous democratic deeds.

If we are going to have such a citizen soldiery throughout the world, we cannot wait until the crash comes to train our soldiers. We must begin generations in advance to educate them. The desirable social responses must be habituated. This cannot be done without long practice. The time to create and habituate those desirable social, democratic responses is when the children are young and plastic. If the Project Method will help us, then, let's use it for all it is worth.

I do not take it that the "great philosopher," the "great teacher" or the "Lesser Lights" would have us change

all of our classroom procedure in a day. Educational chaos might result. I take it that they would have us think over the desirable goals in education, use so much of the children's initiative as is wise, develop in them judgment, coöperation, self-reliance, and the spirit of fair play; make use of the situations that arise daily in our schoolrooms and our communities to develop the catholic spirit of tolerance, helpfulness and enthusiastic effort; invest every native resource to the limit of its wise expenditure.

If this is the aim, then, I would like to be one of the "tiny little satellites" of the philosophy of "Democracy and Education" and the pedagogy of the Project Method.

In Democratic mood and Project Method humor, I am

Your

Martha

HILDA'S MEDITATIONS

1. Martha speaks of a new method, "The Project Method" and the new philosophy upon which it is based. What is a method, pedagogically speaking? What is a philosophy? Educational philosophy?

2. She seems to think that what Kilpatrick and Dewey say is particularly abstract and difficult. Would not a recipe for making a cake seem difficult and abstract to someone who had never seen the materials with which the recipe dealt? What makes an idea abstract and difficult to us? How was it, that after a number of readings, the sense of what Martha read began to dawn upon her? Does intellectual darkness, like the darkness of night, disappear gradually?

3. I wonder what that "creed" can be? Why did Dewey call it a creed? I wonder if teachers could take that as the guide of

pedagogical conduct as church members sometimes take their church creeds as a guide to their spiritual conduct? What is necessary for one to do in order that his creed may be worth anything?

4. Martha is disposed to joke us teachers about the kind of books we read. What kind of books should teachers read? What are the advantages of short books? Of long books? Of light books? Of abstract books?

5. What are the objections to marking books? What are the arguments in favor of marking them?

6. I judge from Martha's summary of Dewey's book, "Democracy and Education" that she has read it a number of times. Was that a good way to read a book which requires serious thought? It seems that Dewey thinks that our schools are rather autocratic. Is it true that we are educated, changed, only by means of experience? What is necessary to constitute an experience? How could the schools be changed to give more educative experiences? Could the school approximate life stituations so that a child might act in school just as he would in life and yet not destroy the efficiency of the school? Which would have to change most—the school or the public—in order to make such a school possible? Would the teachers need to be less efficient to make such a school possible? What would be the character of the discipline in such a school?

7. "A whole-hearted purposeful activity carried on amid social surroundings," then, is what is meant by "The Project Method." It may be carried on by one or by one million or by all of the people of the earth if they will consciously coöperate for the accomplishment of one and the same purpose. What are the types of projects? How many are there, according to Kilpatrick? Might some project partake of the nature of one or more of them, according to the aspect which one might be considering?

8. What is the definite contribution which the project idea makes to our pedagogical thought and procedure? What are the steps or stages through which the project passes? Might there be any other stages not mentioned here?

What Hilda Read in order to Answer Her Questions:

Democracy and Education—Dewey.
The Elementary School Curriculum—Bonser. Chapters VI, VII.
Our Public Schools—Corson. Chapter V.
Dangers and Difficulties of the Project Method and How to Overcome Them—A Symposium—William H. Kilpatrick and others. Teachers College Record, September, 1921.
The Project Method—William Heard Kilpatrick. Teachers College Bulletin, October 12, 1918.

CHAPTER XIII

MARTHA MAKES DISCOVERIES ABOUT IMPROVEMENTS IN ARITHMETIC

January 22

Dear Hilda:

As a child I used to think that arithmetic was the dullest, hardest, most meaningless subject in the school. There was never anything to do but just grind and grind. During the past month I have learned that there are ways to make children love what I hated. To my childish mind there was sense only in problems which dealt with things—hogs, sheep, cattle, at so much per head, cloth at so much per yard, dresses with so many yards per dress, etc. In other words, I had a mind for concrete things. I never cared for abstract, nameless numbers whether it be one or a million. While I think there was something sensible and fortunate in my attitude, still it was unfortunate also, for one needs to have a mastery of nameless numbers before he can be very successful with numbers in application to concrete facts. I always had difficulty with my addition and subtraction combinations and with my multiplication and division tables. I could always use reason, but reason is a slow and expensive process when it is applied to things which we should know instantly. Much of our work with numbers needs to be unreasoned, mechanical, instantaneous. We need to do it as we write—without thinking.

I do not think at all of the form of these letters or how I make them as I write to you. I merely think of the thoughts that I want to express to you and my hand does the rest. So, in matters mathematical, our brain should be set free as much as possible, to do the things that demand thought. In order to do this, the simple processes of addition, subtraction, multiplication, and division must be mastered so thoroughly that one does not have to think of them, when they are used, any more than I have to think of the form of these letters of the alphabet as I write them. The mind must deal with them just as a machine would. It must act automatically. For the mind to get where it will deal with these numbers in that way, much practice, drill, and repetition is necessary.

When I was a child, the greater part of attention to these so-called fundamental processes was given to the multiplication tables. These we learned in logical order, just as they came. We sang them sometimes but we usually said them in a sing-song fashion. We learned them as we used to learn the alphabet—we could say the letters but we did not know them. So we could say the tables but we did not know them when taken out of their regular order. We used to think that repetition meant practice; we were told that "practice makes perfect." We have now learned that mere repetition is not practice, in the best sense of that word, but that real practice means attention to a thing while we repeat it. It is this sort of practice that makes perfect. Any other sort of repetition "makes imperfect." You can see, then, that the big problem for the teacher, when teaching anything where habit formation is desired, is to so plan for the repetition of the thing or process to be

learned that the child will always have to give close attention until the desired habit is firmly fixed.

In my work this month I have been trying to increase the speed and accuracy with which my children add, subtract, multiply, and divide. According to the Standard Tests which Mr. Moore gave last September my sixth grade, on the average, did the following number of problems in each of these processes: Additions 17, subtractions 16, multiplications 11, divisions 14, fractions 2. They should have been able to do 42, 29, 29, 37, 13, respectively.

You can see from these figures that they were not going half as rapidly as they should have gone. My task then has been to increase their speed, but in this, as in silent reading, speed is no good without accuracy. My problem, then, has been to get them to work rapidly and at the same time to think of what they were doing. To accomplish this, I have used every device of which I could learn that seemed sane. I have read three books on the teaching of arithmetic. I have ransacked the files of my educational magazines to secure devices. I have made a number of devices of my own. Some of the things that I have done in order to stimulate the speed of the children in the fundamental processes are as follows:

1. I have a large number chart which has full pages of simple combinations: some pages devoted exclusively to addition, some to subtraction, some to multiplication, some to division, and some to various combinations of two or more of the operations. I have used this chart a great deal. We have had races among the children, and between them and myself, to see who could do a certain number of them in the briefest time and with the fewest errors. Their

joy was unconfined when they were able to surpass me. My aim was to stimulate every child so that he would be my very close rival.

2. I have had certain standardized practice tests upon which the children have practiced, and have kept a record of their work. Each child has had a piece of cross-section paper on which he has kept his record and has from day to day made his practice curve. This device has been one of the most stimulating, for each child has been racing with himself and trying to surpass his own record. To see his practice curve rise from day to day has been his greatest delight.

3. From time to time, I have made a little imitation Woody-McCall number test. It contains problems of all four operations and of increasing difficulty in each operation. I have had the children take the pasteboard card on which I had this written and see how long it took them to give the answers to the examples. This has revealed to me and to them just where their difficulties lay. When they were discovered, we then went to work to correct the defects.

4. Besides these more carefully organized and purposeful devices, we have used a large number of games that we found in some of the books dealing with number games. Some of them were: "Around the Circle"—"Backgammon"—"Buzz"—"A Number of Blackboard Relays"—"Cross Questions"—"Climb the Ladder"—"Nimble Squirrel"—"Ring Toss"—"Roll the Hoop," and many others.

The results have been little short of astonishing to me. When Mr. Moore was at my school to-day, he gave a practice

test in the same processes that were tested last September, and the sixth grade had the following average: Additions 33, subtractions 22, multiplications 28, divisions 24, fractions 10.

You see from this that a marvelous change has been made since September, and the greater part of that change has been made in the past four weeks. Conscious attention on the part of both the children and myself to the thing to be done, with an effort to improve the rate, wrought the change.

One of the biggest factors in the improvement which the children have made is *the fact that they knew what their rate was and also knew what it should be.* After the children found out yesterday how they now stand, they snapped their eyes, pounded one fist in the palm of the other hand, stamped their feet and said: "We can do it. Sure we can do it! When you come next time, Mr. Moore, we'll be standard."

You should see those children work on this. They would rather have an arithmetic race than a foot race. They want to take the morning exercise period, the recesses, noon, and after school to practice on arithmetic. Could you imagine us, when we were children, preferring to do arithmetic to playing out-door games? The only difference between our situation and theirs is merely a matter of suggestion.

Now that I see how to use a Standard Arithmetic Test to a good purpose, I am going one step farther. I am going to get the Stone Reasoning Test and test the children in reasoning. One needs to know how to add, subtract, multiply, and divide, automatically, as I have already said;

but the reason he wants this ability is that he may be able to free his mind for more important work. That more important work in arithmetic is—reasoning, thinking. Now that the children have seen what they could do by effort in the matter of improving their ability in the fundamental operations, I am certain that they will take to the reasoning in the same way.

To me the beauty about the reasoning work is that it is applied to real situations—the very things with which I am most familiar and with which I have always been most successful.

Now, please don't misunderstand me. When I say reasoning, I do not mean reasoning about some arithmetical improbability which can be found only within the pages of a textbook. I shall not waste my time and that of the children trying to solve:

(1) "Hare and hound," or "watch" problems;

(2) Problems whose answers must have been known before the problems could have been made;

(3) Problems for which no child in the class will probably ever have need and if he does he will learn them as a part of the training for this trade;

(4) Problems which have, for their only purpose, mental gymnastics.

I shall, instead, devote my attention to giving the children acquaintance and practice with the practical things around them. We shall solve the kinds of problems that their parents have to solve, the kind of problems which they themselves will have to solve. Many of these problems will be found in textbooks but some of them will be found in the community. The children, their parents, and I will discover them.

These children have now been exposed to some worthy goals. They have been shown what they could do, what they should do, and have been challenged in an appropriate way to do it. I tell you that everyone likes to work if he feels that by his work he is going to get somewhere. It is a part of our personal vanity and instinct for mastery. There are plenty of big problems in the world and plenty of heroic people to tackle them and solve them. Our trouble is that we are lacking in "humanity and problem manipulators." We must have more people who have the ability to move the right person around in front of the right problem and then dare him to solve it. That is the job for the teachers, Hilda. That is your job and mine, and the job of every other person whom the state has licensed to go out and brood over a little flock of humanity. We must do more "brewing" of humanity and less brooding over humanity and over our troubles with humanity.

Uncle Sam is doing much now in the way of supervising. He is supervising farming and cooking. Through the health work, he is even supervising our bathing and our breathing and all sorts of other things, but I am sure that Uncle Sam is wise enough to know that it is not what his supervisors themselves do, but what they get all of the people to do, that really counts. They must "brew" the idea and get it to working in humanity.

If we just had good standardized measures of all of our achievements as those children had for their work in arithmetic, wouldn't it be a great service? So much of our conduct and our effort are measurable only by opinion. That is better than no measure at all, but it is too variable. It is affected too much by circumstances, tradition, and

geography. Well, let us not worry over what we do not have but rather let us use to the limit the agencies for improvement that we do have. They are numerous and good. May we make the most of them and improve our speed and accuracy in all of the virtues with which we have been endowed.

In scientific and philosophic mood, I am,

As ever,

Martha

HILDA'S MEDITATIONS

1. Martha seems to be quarreling with herself because of her inability to use nameless or abstract numbers. At what point in her education must the teaching have been most defective? When should the number work be concrete? When nameless or abstract? What different mind activities are needed for the application or manipulation of the two types of number work? To what extent should ability in numbers be automatic? Why does some practice "make perfect" and other practice "make imperfect?"

2. I wonder if improvement in skill in one of these fundamental mathematical processes may be taken as a "Project" in the same sense that Kilpatrick uses that word? If so, to which class of projects would it belong? Could not one individual child, one school, or the entire helping-teacher district have that for a project? If this is true, then a "Project" is not after all such a difficult or revolutionary thing in our school work.

3. The children in Martha's school knew where they were and where they should have been in the fundamental processes of arithmetic. To what extent did each help? If one of these had to be unknown, which should it be? Why? What is the place of standardized tests in this situation? Without standardized tests, what motives must be most used to stimulate growth in the children? With them what motives may be used that could not be made use of so well without them? Martha refers to the Stone Reasoning Test. How does it differ from the Cleveland Survey Test?

4. Martha seems to have had quite a good deal of play in connection with her work in arithmetic. To what extent is play justifiable? When does it become unwise? Should the teacher always direct the game? Where may I find a description of those games which she mentions?

5. What does Martha mean by "humanity and problem manipulators?" Would such a person differ from a "humanity manipulator?" "A problem manipulator?" Can teachers with their present limited experience and training serve effectively in the capacity of "humanity and problem manipulators?" What training would better equip them to do this service? Should a teacher try to render this service to any except her own pupils?

What Hilda Read in order to Answer Her Questions:

Measuring the Results of Teaching—Monroe. Chapters V, VI, IX.
Number Games and Rhymes—Teachers College Record, November, 1912.
Teaching through the Use of Projects—Teachers College Record, March, 1920.
The Science and the Art of Teaching—LaRue. Chapter XIX.

CHAPTER XIV

THE CHILDREN STUDY GEOGRAPHY FROM THE ANGLE OF THEIR OWN HOMES

January 29

Dear Hilda:

My heart sank within me when the club president read my name as one of those who was to make a special study of geography and report upon it to the club.

Miss Bogard, Miss St. John and I constituted the committee. Geographical location of the teachers in the zone was the dominant element in the selection of all these committees. The president wisely took it for granted that we were all ignorant about everything and could therefore work on one committee just as well as on another, and could profit from the study by so doing. Those of us who were on this committee were all located on the same township line, with only seven miles separating Miss Bogard and me and with Miss St. John between us. You can see, Hilda, even in this simple illustration that geographical location is one of the first factors that determines who our neighbors are and should be.

This fact—our location—suggested to us the point of view that has guided us in our study. At our first committee meeting, we decided that we should try to study all of our geography in terms of its relation to us right here in Gem County. Of course, we have sometimes gone far afield, but in the main we have started with what we have,

what we know, what we need, what we can supply, what we are like, etc., and have from this studied what others have, know, need, can supply and are like.

It so happens that I have in my school more young children than I have older ones. Miss Bogard has children who are in the fifth and sixth grades, chiefly. Miss St. John has a number of children in the seventh and eighth grades.

For these reasons, it was agreed that I should devote myself chiefly to the lower-grade work, Miss Bogard to the middle grades, and Miss St. John to the upper grades.

With this agreed upon, I went to work.

How people live seemed to be the one question that had greatest charm for the children below the fifth grade. We voted that we would find out what we could on that subject.

We began with the people of Gem County. We found out what crops they produce and how it is done; what sort of houses they occupy, how they are heated. We found out what our people here have to buy. For our industrial work period we constructed from wood, cardboard, dirt, grass, and such other things as we needed and could get, an imitation Gem County farm and farmstead. It was illuminating to see what the children did put into that little imitation farm. We did this as a beginning project in geography. When we were through with it, we were then ready to ask how other people live.

We started by finding out what things we have to buy from other people in our own country. We found that we have to buy chiefly cotton, sugar, fish, fruits, coal, steel, and iron, most of which comes to us in the form of manufactured products.

We decided that it would take us too long to study all of these so it was agreed after some discussion that we would study a sugar plantation, a fishing community, a mining community, and a manufacturing community, to see how the people there live—what things they produce—what things they have to buy—in what sort of houses they live, and how their life differs from our own.

We took a Louisiana plantation, a Washington fishing community, a Pennsylvania mining community, and a Michigan manufacturing community. We studied the industrial surroundings as seen from the homes of each community. It was the home in which we were primarily interested. We studied the industries simply as they were related to the home. We indicated our fields, barns, mines, factories, boathouses, etc., whatever belonged to the community, but the homes we reproduced as accurately as possible.

In order to be able to do this, it was necessary to do much reading. We wrote to those communities and got all of the information we could get about the life of the people there. From the Industrial Departments of the state governments we were able to get much interesting material beautifully illustrated. We found a number of good books which described in a very readable and vivid fashion the facts that we wanted to know. Were you to go into our coal shed now, you would be able to see displayed on a shelf, especially made for the purpose, all of those representative homes and modes of making a livelihood of the American people that we have studied thus far this year.

Having studied the lives of our own people, we were then ready to find out how people live in other lands. Already

you have guessed what we did and are now doing. Yes, you are right, we are reading, living, reproducing "The Seven Little Sisters." With the background that we have, we are fairly sizzling with enthusiasm over the work that we are now doing.

For my part of the report of our committee, which made its report at the meeting on the 22d, I took five of my children and the five houses which they had built to represent the homes of the people in five different sections of America. Each child told what we had done, and explained in detail the house for which he was responsible. It is needless to say that the children, people, and teachers who were present enjoyed their reports far more than they would have my own.

Miss Bogard was the second to report. Miss Bogard is a very businesslike, exact sort of a person. She is great at getting at the facts and in presenting them in the shortest way possible. When the club president called on her, she went straight to the mark with no preliminary compliments, excuses, or other circumlocution commonly known as "palaver."

"There are but a few fundamental geographical facts," she said. "These facts must be learned, understood, and often applied by the children in the fifth and sixth grades. These fundamental facts are: climate, latitude, elevation, character of the soil, winds, mountains, distance from navigable streams and sea coast, and mineral deposits.

"There are some secondary geographical facts which must be learned, understood, and applied. These are: the character of the people, the character of the schools, churches, and government, their transportation facilities,

their location with reference to other people, and the character of those neighboring peoples.

"With these facts learned and their meaning understood, it is possible to answer practically any economic or social situation now existing, that has existed, or may exist hereafter.

"We learned the application of these facts to our own nation first. We started our work by asking:

"Why is the Middle West the nation's bread basket?

"When we had answered that question we had discovered the effect of heat, latitude, nature of the soil, rainfall, elevation, climate. The children became very much interested in the scientific facts which this one study revealed to them. Soon they began to have many "why" questions of kindred nature. Some of those that were asked and which the class has tried to answer are the following:

Why is sugar grown in Louisiana?
Why is cotton grown in Texas?
Why are mules raised in Missouri?
Why are grapefruit and oranges grown in California and Florida?
Why are apples grown in Oregon and Washington?
Why is New England a manufacturing section?
Why is Michigan the automobile center?

"When we had answered those questions, we had learned to apply not only those principles that I termed fundamental geographic influences, but we had learned to apply most of the secondary influences also.

"We had found that Missouri raises mules because of its corn and pasture lands and its nearness to the southern cotton fields which will make use of the mules. We had

learned that New England is a manufacturing section because of its nearness to markets and its inability to compete with the farming of the rest of the country. We had found that Michigan is the automobile center because of its nearness to the coal, iron and the leather needed in their manufacture and because of its access to markets, both domestic and foreign.

"And so, with these few facts we can test the WHY of practically all of the existing situations—social and industrial—which we now have in this nation or throughout the world.

"We have devoted the first half of the year to getting these facts clearly in mind with reference to our own nation. We are just now ready to begin the study of the rest of the world. We are anxious to apply our knowledge to a few situations that exist in the world, such as:

Why has Japan become such a conspicuous world power during the past generation?

Why have China and Russia failed to develop so rapidly as has Japan within the past two decades?

Why has England been such a large power in the affairs of the world?

Why was Germany able to defy the world for so long a time during the World War?

"There is a score of other questions of kindred nature for which we desire to find answers. You can see, friends, that while we are answering these very live questions, we shall be getting a great amount of facts. These facts are ordinarily very dry facts that are partially remembered for one recitation and then forgotten, because they are learned merely as facts. When, though, they are learned in connection with one of these questions, they are never forgotten

because they have meaning to the individual who learns them. We try to keep before us all of the time some concrete problem for solution that is of interest to the group. I stimulate and guide the children in the choice of their problem, but I always try to develop our problems out of their own questions.

"We solve, in an inductive way, a few questions. Then we compare the facts in the cases thus studied and get the principles common to all. We then apply these principles, deductively, to a large number of other cases until the principles are firmly fixed.

"I would not have you think that this is so easy as it may sound. There are difficulties but they are such that it is fun to overcome them. The chief difficulties, as I have found them, are of the following kinds:

"*One: To get the children to do independent thinking about real problems.* They have been accustomed to study a certain number of pages in a book for a lesson. If they could commit to memory the facts therein presented and repeat the statements at class, they felt that they had done well. That is not the kind of work that I have been doing. I have been teaching them to collect data and remember facts but to do so with a purpose, that purpose being to answer some question, to solve some problem. It was difficult at first but it is easy now.

"*Two: To make the children sufficiently familiar with the fundamental and secondary geographical facts to which I have referred.* The children must come to know those facts so that they can handle them almost as automatically as they do the fundamental operations in arithmetic on which we have been working. Confronted with any geographical situation, those facts with which to interpret the situation should instantly come to their minds.

"*Three: The third difficulty to which I want to call your attention is the difficulty of getting children to make use of reference material.*

If we are to study problems, then the children must be familiar with sources of information such as other textbooks, yearbooks, enclycopedia, maps, charts, agricultural and census reports, magazines, newspapers, and the like. Tables of contents and indices to books must come to have a real fascination for them.

"*Four: The fourth and most important difficulty that I have had to overcome is that of finding suitable problems for solution.* I find that if I select the problems and assign them to the children, they do not always take root. The children do not feel that the problems are their own. In order for them to be able to select fruitful problems, some information and a good deal of interest or even curiosity is needed. It is my task to do the steering so that they will bump into some good problems. I do much of this by means of the daily paper which we use on certain days for our morning exercise work. After we bump into one of these problems, we take it as a tentative one until we can investigate it sufficiently to decide whether or not we desire to go further with it. Whenever one of the questions arises about which we would like to know more, we put it down on our "waiting list." We now have quite a long list of questions that are clamoring for answers.

"These are the four difficulties that we have met. We are hoping soon to be able to quote that famous statement: 'We have met the enemy, and they are ours.' While we are in the struggle, we are having fun—plenty of it."

When she was through, we flooded her with questions, all of which she answered in the same short, businesslike manner which had characterized her talk. Miss Bogard was convinced that this was THE WAY to teach geography because she said "It is the *only* way that *really* has sense to it, and besides, there's more real pleasure in it when done in this way."

Her discussion was especially interesting to me because her way of teaching geography is an application of one of the

Project Methods that I discussed in my letter of January 15th. You see all of her work was done to answer an intellectual problem—which Kilpatrick calls a "Problem Project."

Miss St. John, when the time came for her report, said that Edwin Glau would speak for her school. Edwin is an eighth-grade boy, bright, confident and with an unusual power to express his thoughts. Edwin said: "During the year we are taking for our work in geography, the task of answering two questions. They are:

What nations of the world are self-sustaining and why?
What nations are not self-sustaining and why?

"From the study of these questions, we expect to get a summarized estimate of the resources, the industries, and the people of all of the nations of the world. We are doing this to give us a good economic and social background with which to enter high school next year.

"I shall not take your time, though, to talk about the geography of the world. From what Miss Proul and her children and Miss Bogard have said, I think the other schools of the zone must be studying geography and getting fun out of it just as we are.

"The geography that I want to present for our school's part in this discussion is the geography of the southwestern corner of Gem County. The reason we have decided to discuss this subject is the relation that it bears to our schools. You may think that what I say belongs to civics instead of geography. Maybe it does. In our school we do not worry much about the subject under which a thing belongs if we are interested in it. We do it in whatever period it is con-

venient and call it by the name of the subject written on the program for that period. The subject that I am going to talk to you about arose and has been discussed in our geography period. You may call it whatever you please.

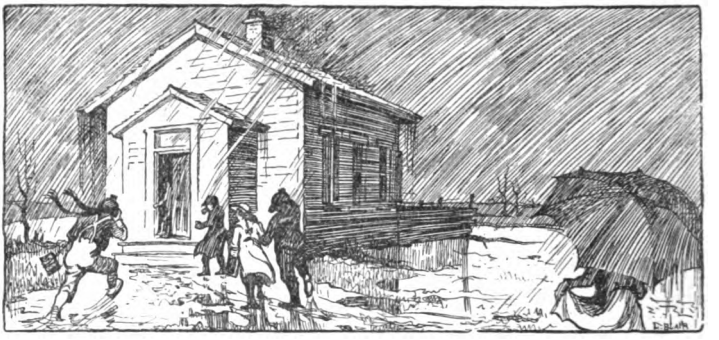
"I am in the eighth grade. This year ends my work in the country school. Next year I want to go to high school. There are four others from our school who want to do the same thing. That means that we shall have to go to Amberville and board. It means that we shall have to leave home. It may mean that some of our families will move out of the country and move into town to live, at least for the winter.

"That is what has happened already to a great many folks down here. There are more empty houses in this end of the county during the winter time than there are houses with people in them. This is true because the folks have gone to town to send their children to high school. Some more of our folks will have to go if we cannot get a high school out here in the country so we can stay at home and go to school.

"Not only that, but I have something else to say before I present my geography. As our schools now are, we have a pretty hard time getting much education. We cannot always get a good teacher and we have a hard time keeping her after we do get one. We have a good one this year but we are all afraid she will leave us next year. Mr. Moore was telling us just the other night that of the fifteen teachers in the zone, there were only two who taught the same school last year that they are teaching this year.

"Furthermore, so long as our schools are as small as they now are, we shall have little old shacks of houses which are

not fit to be schoolhouses. Just look at our school. It is the same house that my grandfather built when he landed



THE ONE-ROOM SCHOOLHOUSE

here fifty years ago. Just compare it with any residence in the district and you will see how much our schoolhouses

AN ATTRACTIVE RESIDENCE IN THE DISTRICT

are behind our residences. I think if either should be behind, it should be the residence. Fewer children would be affected by it.

"More than that, with our schools situated as they are, too much of the helping-teacher's time is spent on the road going from school to school. Mr. Moore spends more time by far on the road than he does in the schools. This is a waste of time. It is the time that he spends in the schools that counts.

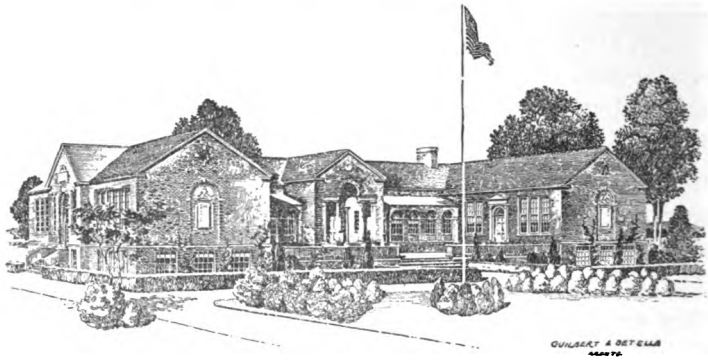
"I see that you all know already what I am going to say, and you are right; the geography class of the school which I have the honor to attend, known as GEM No. 4, is for consolidation of schools. We do not want it for just our school, but we believe that we should have it for all schools. It is not fair to the children, the teachers or the taxpayers to have these little one-room schools. The teachers are worked to death by the amount that they have to do and they leave just as soon as they can. I don't blame them. The children cannot get the inspiration and help that they need. There cannot be much social life in so small a school. There cannot be any sort of clubs for the boys and girls for there are too few to have a club. With these little schools, I cannot see that there can be anything but more of the same kind of thing that we have had, unless it be something worse."

It was amusing and inspiring to hear that youngster talk. It was no speech that he had memorized. It was something that was in his heart and he had the facts in his mind.

"Now, I have a map here," he continued. "This map shows how the schools of our Demonstration Helping-Teacher Zone and those that are located right near it could be consolidated into four schools instead of twenty as they now are.

"You are all more or less familiar with these little old buildings that we have. Here are four of them. Anyone who lives in this end of Gem County, knows our wealth, sees our fine houses, barns, and so forth, must feel ashamed to realize that these are our schoolhouses.

"If we could displace these poor buildings with one like one of these consolidated schools, the picture of which I



A CONSOLIDATED SCHOOL

have here, what do you think would be the effect on our community? It would not only mean better schools, but it would mean better roads, better churches (we now have practically none). It would mean that we could get some of our pleasure out here where we live instead of having to go into town for all of it. We could have our music, our athletics, our moving pictures, and social clubs of all sorts right here. I have nothing against the town. It has its place. But I am for the country; I think it has its place also. It has a mighty poor chance now to get any respect when it does not have anything to commend it except long hours of hard work and loneliness.

"There is but one real argument against consolidation of schools. That is the argument of expense. I haven't found anybody who will not admit that it will help to get good roads, to provide good churches, and better social life. Some say that it would make it more expensive. I might grant that for the sake of argument and yet say that no country community can afford to be without it. But the fact is that here in Gem County that is not anything like true.

"It is true that the direct tax which the people would pay might be higher but it is not true that the real tax would be higher. To prove this statement, our class has been making some investigation. We have found out how many pupils there are attending high school in town who should be in high schools down here in the country within the limits of our zone. There are exactly thirty this year, right now.

"I asked Mr. Worthy the other day how much it cost him to send his two boys to high school. He said that it would cost $500.00 each for the year. I want you to multiply $500.00 by 30 and see what you get. That alone amounts to fifteen thousand dollars. That is a tax, ladies and gentlemen, just the same as if the sheriff collected it from them.

"Now, to bring my talk to a close, I say that if we will add fifteen thousand dollars a year to what we are already spending and invest it in our schools, we can have the best schools in the land. Our geography class is for doing it next year and we want your help to get the rest of the folks to see that this is a wise thing to do."

That is what I call real geography work, Hilda. When the study of geography leads to some real social or economic response in the life of the people, then geography ceases to

be merely a school subject and becomes a real factor of society. Why can we not teach all of our subjects in the schools so that they begin to function at once in the life of the people? I believe we could, if we would just use enough thought in studying our community's needs and at the same time the materials that we are presenting to our children. I am going to try harder and harder to do just that.

Since our study of geography, Hilda, you seem so much nearer to me than you ever did before. You see these Middle West states are as much alike as are peas in a pod. Not only do you seem nearer to me, but the people in all the world seem nearer to me, physically, and dearer to me, socially. Don't you think that is the natural consequence of knowing more of the other fellow's problems? I do. I think that is the reason I like you so well, Hilda. I know so much about you. I did not like people of Swedish descent until I came to know you. They seemed queer to me. I have found it so with every other nationality about which I knew but little. But when I knew them better, I liked them more. So, geography, you see, is not so much a matter of study of the physical features of lands as it is of the social life of peoples. If I knew all the nationalities of earth as I now know the Swede as a result of my acquaintance with you, then, I would consider myself very learned in geography. But if I knew every physical feature of the earth's surface and remained in ignorance of its people, my information would be worthless in so far as my insight into society is concerned.

In globe-trotting and fraternizing mood, I am

Yours,

Martha

HILDA'S MEDITATIONS

1. The plan upon which those teachers are working is quite opposed to the plan by which I was taught and which I have always used. They seem to pay but little attention to places. How do they justify this neglect of places in a study of geography?

2. What are the advantages of studying geography from this viewpoint? Will there not be many facts in geography which cannot be covered in this way?

3. Martha says that her children made representative homes of the people in all of those different localities and industries. Was there not a good deal of duplication? What, then, was the advantage of making these homes?

4. Miss Bogard makes the scientific facts of geography very few and very simple. Are they really so few and so simple? Just what does she mean by an "inductive study" and by a "deductive study?" Why did she not explain further? Does she think everyone understands? If she thinks that, she is mistaken, for I do not. I wonder where I can find out more fully what she means?

5. In Miss St. John's school they are studying just two questions as a means of reviewing all of the geographical data which eighth-grade children will need for final examinations and for preparation for high school. Is that sufficient?

6. Edwin Glau seems to me like a rather remarkable eighth-grade country boy. Will consolidated schools solve the problems which he presents? What new problems might consolidated schools present which the one-teacher schools do not?

WHAT HILDA READ IN ORDER TO ANSWER HER QUESTIONS:

Teaching the Common Branches.—Charters.
Country Life and the Country School—Carney. Chapters IV, VII.
Constructive Rural Sociology—Gillette. Chapters IX, XI.
The Elementary School Curriculum—Bonser. Chapter X.
The Teacher, the School, and the Community—McFee. Chapter XII.
Rural Life and the Rural School—Kennedy. Chapter VI.

CHAPTER XV

MARTHA HAS A PENMANSHIP REVIVAL IN HER SCHOOL

February 14

My dear Hilda:

This is the day when all the birds choose their mates. If I were a bird, you would certainly be my choice. You are so patient, long-suffering and encouraging. I have come to feel that everyone should have someone to whom he can tell all of the things of interest to him. I am certain that my pleasure has always been doubled for me when I told them to you. The joy of my school work this year has been more than doubled by my letters to you. To put down in a letter what I have been enjoying for a month has been like a delightful dessert at the close of a good dinner.

The way in which I write my letters to you reminds me of Mr. Worthy as he sits by the fire after supper. He seems to be living over all of the delightful experiences of the day. He seems to be recalling the flavor of his morning coffee, the freshness of the morning air, the beauty of the sunrise, the joy with which the dog frisked around him as he came out of the house, the pleased greeting extended to him by all of the barnyard family. He seems to be rejoicing over the fertility of his farm, the friendship of his neighbors, the comfortableness of his farm residence, the efficiency of his wife, and the alertness of his children. That is the way I feel, Hilda, when I begin my letters to you. The things which I have done come trooping before me and, like a

small child, they beg me to tell about them. I cannot relate all of those experiences. I would not have the time and you would not have the patience, I fear, to read to the end.

I have never told you, I believe, of what we are doing to improve the quality of our penmanship. I did refer sometime since to Roy Werth's project based upon the improvement of his penmanship. He has not been an exceptional case, I find, in the helping-teacher district.

Let me tell you the story of this penmanship work in our schools. Last October when the Standard Tests were given, penmanship was among the subjects tested. Because of the fact that Mr. Moore wanted to devote two months to each of the other four subjects tested, and because he felt that penmanship was a subject that might be emphasized all of the time and thereby be improved without a special time for its study, no place was made for it on the schedule of the supervisor. Soon Mr. Moore noted that the results were not appearing in that subject as he had hoped and expected. He had made known the penmanship standing of every child through the survey just as he had for all other subjects. He had placed in each school a copy of the penmanship scale. He had suggested that the children do certain things by which to judge their work. These things in general did not produce the desired results.

When I returned from my Christmas vacation, I found the following letter addressed to me, but written to the children:

January 1, 1922

My dear Boys and Girls:

Would you like to do something during the year 1922 of which you will always be proud? Would you like to do something this year to

which you can always refer as your "1922 JOB" and then know that it was a job worth while? Surely, you would!

"Well, what is it?" you say. It is an easy thing to say but a hard thing to do. Many of you will *start out* but some of you will *play out*. Many of you will *mean well* but some of you will not *work well*. Many of you will *begin* but some of you will not *finish*.

"What is it? What is it?" Well! I'll tell you. It is to form one good habit. Form it so well that it will stay with you all of your life. The particular habit to which I refer is that of learning to write well.

Writing, boys and girls, is a habit. It is a good habit if the writing is legible and rapid. It is a bad habit if the writing is illegible and slow. I have a bad writing habit. I want you to form a good writing habit.

I am not satisfied with my writing. I am going to correct my bad habit and so I challenge you to a race. To-day I am going to take a sample of my penmanship. I am going to take a sample once every week until the close of the year. Suppose you do the same. I shall improve more during this year than any child in the schools of the demonstration district.

Let me suggest that when I come to your school, you give to me the samples of your penmanship written on every second week. You keep the other samples. I shall make a file of your work and keep it. You do the same. I shall also make a file of my own writing. At the end of the session when we have our big spelling match down at Marshfield, we shall have a penmanship exhibit and see who wins the contest, you or I. Suppose you compare your work each week with the scale which you have at your school.

Are you in the game? Good! All together, now, for a fine race, good habit and a big job for 1922! Who will *work well* and be in at the *finish?*

Wishing every one of you a happy new year, I am

In to win,

William Hoppes Moore

I wish you might have seen my children when I read that letter to them. The spirit of contest was in them in a

minute. Some of them said: "Of course, he can write better than we can. He is a man while we are just children." When I reread the part of the letter which said "improve more," they were all ready to accept the challenge.

I told you sometime ago about Roy. He is perhaps the most serious and the most businesslike boy in my school, but they are all in the game. Formerly they took their samples of penmanship to the scale and compared them with a general kind of an interest, which seemed to say: "Yes, I'll do this because I am supposed to do so, but not because of any good that I see that will come from it." It is a different story now. They study that scale and their own productions, now, as a real artist would study a masterpiece and compare it with his own production.

Each week the children take three kinds of samples:

First: They get samples of their *movement work* in which they are working merely for form. It has been my observation that this is about as far as the penmanship work has usually carried over in our schools. The teachers learn something of how to count the strokes, the children learn something of making ovals according to the counts, and then we teachers and the children seem to think that we have done our duty to penmanship. This phase is necessary, I think, as a preparation to penmanship, but it is *not* penmanship. I have observed that children can become quite expert in making ovals and yet not improve one iota in the form of their regular writing.

Second: The children give themselves a regular three-minute test each week just like the test which they took last fall. In this way they have an opportunity to observe the improvement which they are making in their ability

to do one particular exercise. This is a very illuminating phase of the work to me. I find that in this piece of work they can pick out the details of several samples and compare them and see wherein they have improved or lost to a degree not possible with a promiscuous collection of their work.

Third: The third sample of their work is the one in which there is the most novel interest. After we received Mr. Moore's letter, we had a meeting of the house as a "committee of the whole" to discuss ways and means. We analyzed the kinds of work that were necessary to be done in order to make the work in penmanship really effective. Every child participated in the discussion and decision. It was John Newmann who said: "These pretty samples that we make at the time of our penmanship lessons are all right, but it is what we do when we are off guard that really counts. That is the kind of writing that we are going to do ordinarily. We will not be good writers until we write so well that we write well when we are not thinking about it. I move, therefore, that besides these two dressed up samples which we have that are made when we are thinking about it, we have one other. Let that be one which the teacher selects from our written work that we hand in. Let her not tell us when she is going to take the sample. In that way we will always be on our guard to do our best until we do our best all of the time, even when we are not thinking about it."

John's motion carried. As a result, we have the three types of samples taken each week. Just a little more than one month has passed since we adopted this plan of work but the results are already abundantly evident.

After the first group of samples had been collected, Marie asked if we might not use our penmanship period the next day to make some folders in which to keep the penmanship samples. Of course, I consented. The idea was a contagious one. All became enthusiastic over a penmanship folder. Some of them had rather crude ideas as to what the folder should be like, but all had ideas and were encouraged to state them. Each pupil made his own design for the back of his folder. Some were good, "very, very good" and some were bad, even "horrid."

The interest has grown and ability to write has improved to such an extent that their penmanship work has become one of the big items in their school pride. We had a Valentine party at our school yesterday. In spite of the fact that penmanship and valentine decorations are not very much in keeping, the children insisted that our valentines and our penmanship folders with our samples should be on exhibit.

When they began to plan for exhibiting their work Henry Simon said—"Well, if we are going to show our writing, I want to make a new folder, for mine is not good enough to show." His statement put ideas into the minds of the others. All wanted to make new folders. They had all advanced beyond their ideals of a month ago. I wish you could see the two folders which each child has made. No better evidence could be found in our school of the value of one month of interesting work in the growth of a child. When I saw those folders, I got a new vision of my responsible opportunity as a teacher.

These are the factors as I now see them, Hilda, which have entered into this work and which must enter into any work in which definite improvement is desired:

First: There must be a motive for the work. Penmanship is a very monotonous kind of work unless it is motivated by some social situation. Mr. Moore's challenge started the children. The collection of samples with the consciousness that they were to be used later, in two or three ways, has continued it.

Second: There must be a great deal of repetition with attention to the details which require improvement. It is the attention that guides the effort. It is the repetition which drills in the correct form and makes a habit of it.

Third: There must be a social situation to keep one spurred on to his best. I fear that we do not make enough of this phase in our school work. The approval of others has everything to do with the way in which we appreciate ourselves. In no phase of our school work is this more important and valuable, I feel, than in penmanship.

Fourth: There must be a consciousness of some practical purpose to which one can put what he learns. That practical purpose might be to secure some aesthetic end in which money played no part, but to the individual it must be an end worthy of his effort.

I hope you will see the effect of the work in penmanship done in our school, even upon the friendly letters written by the teacher. In my best penmanship style,

I subscribe my name,

Martha

HILDA'S MEDITATIONS

1. Penmanship has certainly been a difficult subject for me to teach. The chief trouble has been to get the children interested. Some of them would be interested in it just as some children are

interested in all school subjects. I wonder if the letter from Mr. Moore would have interested them. Just what was the particular thing that interested them—the saving of the sample, the approaching exhibits, or the contest with Mr. Moore?

2. The idea of having the children save three different kinds of samples of their work seems to me good. What particular advantage was in each sample?

3. To what other school subjects is penmanship related? How?

4. Martha says that there are four factors necessary for self-improvement in anything. Are the factors she names the most important ones? What might be added?

5. Where may I go to get more information on the subject of penmanship?

What Hilda Read in order to Answer Her Questions:

Eighteenth Year Book—Writing—Gray. Part II. National Society for the Scientific Study of Education.

Psychology for Teachers—La Rue. Chapter IX.

CHAPTER XVI

MARTHA REJOICES OVER ORAL READING WORK

February 21

Dear Hilda:

Would that every day of my life might be as this has been and that all the work that I see done might be as full of meaning and pregnant with hope. In spite of a five-inch snow that fell last night on top of an old weather-beaten snow that has piled up all winter, in spite of temperature which was *twenty below* throughout the day, practically the entire group of teachers was present at the meeting to-day.

At exactly ten o'clock Miss Walker called the meeting to order and from then until noon we had a most thrilling program. Three teachers taught oral reading lessons. The thrilling part to me was to see that excellent oral reading can be secured from classes with seemingly so little effort on the part of the teacher.

My teachers used to be constantly saying: "Louder" —"louder"—"read with more expression"—"read that again," and such other expressions as were supposed to be directions for securing good or better oral expression. Even then we children would hum along in a tone that sounded more like the buzz of a bumblebee than like the clear, crisp tones of an intelligent and intelligible conversation. Such was not the situation in to-day's demonstration. Each child read just as he talked.

It was pointed out at our meeting a month ago and amply demonstrated to-day that there are two fundamental conditions for oral reading: One is a real audience, that is, an audience that is interested and giving attention to what is being said; the other condition is attractive and interesting reading material which interests and delights the reader himself.

How far this is from the situation which prevailed in our childhood! Do you recall how every child was required to read his lesson over "at least five times" by way of preparation, how every child was required to "keep up with the place" while the children read by turns, and then how, after the reading of each, all other members of the class were called upon to state the mistakes that had been observed.

In a lesson of that sort no attention was given either to audience or to material. The two big things which were written large on such a recitation were "words" and "mistakes." The reader had his eye and mind on mere words—not thoughts—and the remainder of the class did not constitute an audience that the reader was to instruct or please, but rather a group of petty faultfinders who had their eyes and ears attuned for verbal mistakes only. Even when a child did become what was called a "good reader" under that plan, I am now constrained to believe that he was a good word-pronouncer only, and not a good idea-getter or a good thought-transmitter.

The plan which was used to-day makes words the agency by which ideas are "put over." The attention of no one was ever placed primarily upon words; the first interest was always in ideas. If the teacher failed to get the idea

which a reader was supposed to convey or if a member of the class failed to understand, the reader was told that he was not understood and for that reason would he kindly repeat, or restate, or interpret what he had just read. This made the reader conscious that good oral reading was good talking and must be just as understandable by his audience as anything else that he said which was meant for someone else to understand.

For the teacher to secure good oral reading, then, her task becomes one not of "hearing recitations," but one of finding appropriate materials, of making wise assignments, and of creating real audiences for the appreciation of the reader's effort. I have decided that the biggest factor in producing excellent oral readers is wise appreciation. In this school subject, oral reading, perhaps more than in any other, appreciation counts for far more than does criticism. The longer I live and the more I observe, the more I am convinced that appreciation is the great creative force in society. The lesson taught by the noble visitor in "The Passing of the Third Floor Back," by Jerome K. Jerome, was that of wise appreciation. The world is full of noble impulses and of creative genius, but it needs more people who can see the unexpressed noble impulses and the latent creative genius and can inspire both to expression and action.

In order to create a real audience for the reader, some of the teachers have done away with the reading classes, as such, on certain days. Instead, a general reading period for the entire school is held on those days, at which time each child in the entire school reads whatever appeals to him. On one day, all will read poetry, another day they will

read news items, another day they read jokes. In this way, a great variety is provided and at the same time it is sufficiently restricted to insure a kinship of material.

This type of oral work stimulates a vast amount of silent reading. Each child, in order to find what suits him to present as an oral reading, does much reading of material before he finds what he thinks sufficiently good to present to an audience with a view to entertaining it. It is not the small amount that the reader reads aloud which counts most toward effective oral reading, but it is rather the large amount of discriminative silent reading that he does in picking out his selection which really improves his reading. For the little children in the first grade only a limited amount of this type of work can be done with profit, but the benefits increase as the child's ability to read and to select reading increases.

Oral reading, it seems to me, should be thought of as language rather than as reading. If this were done, it would improve the quality and character of both the oral reading and the language. We should think of reading, chiefly, as getting ideas for one's self, of language as giving ideas to others, whether they be one's own ideas or the ideas he gets through reading. In general, the purposes of oral reading and oral composition are the same, and the method of teaching them should be very similar.

Next month we are to do language again. I believe I have not told you that it is Mr. Moore's plan to emphasize each of four subjects twice during the session. We have devoted one month to each of the following subjects: Reading, Language, Spelling and Arithmetic. We are now going over them a second time. We are emphasizing a

different phase of each subject the second time from what we did the first time. Judging from my second month on Reading, the second month on each subject emphasized, is going to prove even more interesting and profitable than did the first. It takes one month for us to begin to get the big significant ideas on the subject. After the ideas lie fallow for three months, they spring up to reënforce and fertilize the ideas secured the second time the subject is taken up.

At our meeting to-day, we had Miss Willairs, primary specialist from the normal, and Miss Galligan, one of the normal school critics, both of whom gave demonstrations as suggestions for our work for next month. Three types of work were suggested: (1) Memorizing of poems which have a patriotic spirit or which relate to health, happiness, or character: (2) The telling of stories which relate to things heroic: (3) Compositions, both oral and written, which relate to health and happiness.

You see that patriotism and optimism are the general themes for the month. I shall write you later as to results. I know that you must feel that you are one of the teachers in the demonstration group since I never write you about anything else. I must tell you about it, though, whether you like it or not; else I would surely consume myself with my own enthusiasm.

Devotedly,

Martha

HILDA'S MEDITATIONS

1. Demonstration lessons seem to be a favorite method with those teachers. What advantage is there in three lessons over one, as a means of discussion by the teachers?

2. Those expressions which Martha says her teachers were accustomed to use are not entirely abandoned even yet. Are they really ineffective as means of securing oral expression? Why?

3. The two essentials for securing expressive oral reading named by Martha seem to be rather sound. The problem, then, is how to provide them. I must give some thought to them to see how I may secure them.

4. The number of times that a child reads over a lesson seems to be of minor importance, according to Martha. What would she substitute instead of "number of times?"

5. Would Martha be willing to be indifferent to "words" and "mistakes" of which she speaks with some contempt? Just how did the good reader of two generations ago differ from a good reader now?

6. How can a teacher make an assignment and conduct a recitation in order that the attention may be placed primarily upon ideas and in order that correct words and few mistakes will result?

7. Would it not be difficult to keep sufficient material provided for the reading work if the reading classes were conducted according to the plan which Martha suggests? Would this be a misfortune?

8. Martha thinks that oral reading and oral composition are very closely related—so closely, in fact, that the two should be thought of as one. Is this true? What difference would the acceptance of such a view make in our work?

9. Is it wise to have experts demonstrate for untrained teachers? Why not? Why so?

What Hilda Read in order to Answer Her Questions:

Teaching the Common Branches—Charters. Chapter V.

Eighteenth Year Book.—Reading—Gray. Part II. National Society for the Scientific Study of Education.

CHAPTER XVII

TEACHING A POEM

February 22

Dear Hilda:

I am feeling very patriotic to-day. Washington's Birthday always brings a thrill to me. I know of no way that I can spend the day with more joy to myself and, I trust, with more pleasure to you than to tell you of some patriotic poems that Miss Galligan taught to the children yesterday as a demonstration for our group. I referred to it in my letter last night.

Miss Galligan is a delightful individual. From her name I judge that she is not German nor Swedish, Danish, nor Dutch. I shall leave you to guess her nationality, but she has all of the earmarks of the Emerald Isle—happy, witty, dramatic, a good fellow with grown folks and a charmer to children.

When Mr. Moore introduced her, she arose from her seat while talking. "If I were not a patriot, boys and girls, I would not be here on a cold day like this. Mr. Moore 'phoned me last night and said that he was putting into practise the selective draft and that I was drafted for to-day. I could not go to war when Uncle Sam was selecting our boys to join the army. I wanted to go. I felt very much cheated but I tried to console myself by thinking that to teach boys and girls to be good citizens is just as important as to fight a foreign foe. If we do not have good citizens,

you know, we are sure always to have foes not only in other countries but, what is more dangerous, we will be our own enemies.

"Mr. Moore said that he wanted me to teach you some patriotic poems because this next month is to be "Patriotic Month" in the particular form of "Health and Happiness." He seems to think that it is very patriotic to be healthy and strong and happy. I agree with him. Now, before we begin on this frolic—for it is to be real fun—will you excuse me for a few minutes while I talk seriously for a while to the teachers who are present?"

The children consented, so she turned to the teachers and gave the following discussion:

"In teaching poetry, the first thing that I have found it wise to do is to get the children into the spirit of the poem which you are going to teach. Ask some questions of the children that will call up real meanings that are related to the poem. Tell some incident that will introduce them to it. Do something that will get them into the game.

"When they are ready to hear the poem, read it to them in the most impressive manner you can. By reading, I do not mean read it from the book. It is far better to quote it, recite it, as we say. *It is poor psychology to ask a child to memorize a poem that the teacher herself does not already know.*

"The aim in having children memorize a poem is not to provide a disagreeable task for them but rather to introduce them to a beautiful selection of literature. We must be prepared to have them FEEL that it is beautiful. We do not wish them to SAY that it is beautiful. We wish them to FEEL that it is.

"Poetry should be to a child what a beautiful song is to him. He should come to it with the same spirit. Haven't you seen a real music teacher sit at a piano and sing a song once for children, then invite them to hum it with her, then sing it with her, and soon every child would be singing it. The child would hardly be conscious that he made an effort and yet he would have words, tone, the very soul, even, of the song.

"This is the way it should be with poetry. Children should be exposed to it and under the most favorable conditions. You are going to make next month 'Health Month,' I understand. You will probably talk some about contagious diseases. Diseases are 'caught' only when the subject is in the 'right condition' for it. That is true not only of measles and mumps but of music and poetry.

"After the subject (the pupil) is in the right frame of mind for your exposure, expose him just as vividly and vigorously as possible the very first time. The first impression is the most important one. But for fear it does not 'take,' you must expose him some more, that is, you must repeat your poem. You must continue to repeat in one form or another, until he has 'caught' your poem—the words, if possible, but the spirit especially. If he has the spirit, it will continue to 'run through his mind' like the refrain of a song until he does get it. The pyschologists call this sort of going over 'attentive repetition.' It takes attentive repetition to reduce a thing to memory, to make it 'automatic' as we say. The teacher must begin by doing all of the work and then gradually 'get from under the load' and shift it over to the children.

"This morning I am going to teach one poem to these children. I wish I had time to teach three because there are three which constitute a series which I think go together so well. The three poems that I would like to teach are:

'The Flag Goes By'—Henry Holcomb Bennett
'America for Me'—Henry van Dyke
'America, the Beautiful'—Katharine Lee Bates."

Turning then to the children, Miss Galligan said:—"Children, it was very good of you to come here this morning for this demonstration. You came so that we might show these teachers how easy it is and how much fun and pleasure it is to memorize poetry. I want to thank you for coming.

"How many of you had an uncle or a brother in the army during the World War? (Nearly every one of them had.) "How many of you went to Amberville to see the soldiers when they came back from war and they had the parade up there?" (All of them had seen the parade.)

"Wilbur, will you describe the parade?"

"Well, the first thing in the line was the band, and the drummer was the main thing in it. Then came five fellows carrying the flag. After them was the general. Then several automobiles with crippled soldiers came next. Some more automobiles came along with the Red Cross nurses, Y.M.C.A., Knights of Columbus, and War Camp secretaries. Then there was another band and some more men carrying another flag. After that we had the soldiers with their guns with bayonets on them. The soldiers had their blankets, their steel helmets, and all the other things that soldiers have. There was a long, long line of soldiers. After

them came a lot of tanks, and a whole lot of wagons used in the war."

"Yes, Wilbur, that is just right. You saw everything that happened, I believe. Did you notice what the people did when the band came by?"

"Yes, they all patted their feet and moved in time with the music," replied the children.

"What did the people do when the wounded soldiers came by?"

"The people applauded. Some of the people cried."

"What did the people do when the soldiers came marching by?"

"Oh, everybody applauded and waved their handkerchiefs and waved to those that they knew."

"What did they do when the flag came by?"

"Everybody became quiet and the men took off their hats."

"Why did the people become quiet and why did the men take off their hats when the flag came by?"

"Because the flag is the flag of our country," said Myron.

"Because it stands for our soldiers," said John.

"Because it stands for the authority of Uncle Sam," said Emma.

"Because it stands for the schools," said Erma.

"Because it stands for our homes," said Eddie.

"Because it stands for everything that the American people stand for," said Mary.

"Yes, children, you are all right. That was just why," said Miss Galligan.

Some other children added other details. Then she said: "I am going to recite a poem that reminds me of what you

have just described. I want you to listen to it very carefully and see what it mentions that you saw in the parade.

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky:
Hats off!
The flag is passing by!

Blue and crimson and white it shines,
Over the steel-tipped, ordered lines.
Hats off!
The colors before us fly;
But more than the flag is passing by:

Sea fights and land fights, grim and great,
Fought to make and to save the State:
Weary marches and sinking ships;
Cheers of victory on dying lips;
Days of plenty and years of peace;
March of a strong land's swift increase;
Equal justice, right and law,
Stately honor and reverend awe;
Sign of a nation, great and strong
To ward her people from foreign wrong:
Pride and glory and honor,—all
Live in the colors to stand or fall.

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high:
Hats off!
The flag is passing by!

"What did you see, children?"
"The band," shouted one.

"The flag," shouted several.

"A flash of color beneath the sky," said another.

"Good. That was fine. Listen again and tell me what you see this time.

Blue and crimson and white it shines,
Over the steel-tipped ordered lines.
Hats off!
The colors before us fly;
But more than the flag is passing by."

"Blue and crimson and white flag," said one. "Yes, we have a song that says almost the same thing."

"What song is that?"

"Red, white and blue," came the answer.

"Where was the flag in this poem?"

"Over the steel-tipped ordered lines," said Erma.

"Yes, but what does that mean? What are the steel-tipped, ordered lines?" she asked.

"Why, that's the soldiers with their guns with the bayonets on them," said Wilbur.

"Now, children, the next part of this poem tells why the people became quiet and why the men took off their hats when the flag came by. I want you to listen and tell me all of the reasons that you can find in the poem for the people acting as they do in the presence of the flag." Then in fine tone and with serious expression, she quoted:

Sea fights and land fights, grim and great,
Fought to make and to save the State;
Weary marches and sinking ships;
Cheers of victory on dying lips;
Days of plenty and years of peace;
March of a strong land's swift increase;

Equal justice, right, and law,
Stately honor and reverend awe;
Sign of a nation, great and strong
To ward her people from foreign wrong:
Pride and glory and honor,—all
Live in the colors to stand or fall.

"All of those things tell what the flag stands for, I think," said Myron.

"Those statements tell the experiences that the flag of America has had and it is because the people realize this that they become quiet and take off their hats," said Erma.

"That is pretty fine," said Miss Galligan, "but I want you to tell me the words in that selection that tell what has made the flag so great and so much respected."

"'Sea fights and land fights, grim and great,
Fought to make and to save the State'"—answered Eddie.

"The marches of soldiers, the sinking of ships and the cheers of dying soldiers"—answered another.

"Days of plenty and peace"—chirped in another.

"'Equal justice, right, and law,
Stately honor and reverend awe'"—chimed in another.

Thus they continued until practically every expression had been recalled. Then Miss Galligan said:

"Now, children, I shall quote it again and I want you just to say it along after me as best you can." This they did.

"Children, the last part of this poem is just like the first part with one exception. I want you to notice while I say it and see if you can pick out the line that is different. Then she quoted:

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high:
Hats off!
The flag is passing by!

"I know," "I know," "I know," they began to shout.

"Wilbur, you may tell us."

"'And loyal hearts are beating high,'" he said.

"That is exactly right," she said. "Now, let's all say that last part together." They repeated it, almost perfectly.

"Let's go back to the first and say that part together. Good and strong now. Remember the one line that is different from that in the last." They repeated and did it well.

"Now the part of it that tells what has made the flag great and why we should love it. I shall lead you." They quoted and some of them mispronounced a word or two that showed that they did not fully understand. She stopped and made it clear and simple for them. Then they repeated once or twice more. Then she said: "Now all together from the beginning. This time I am going to start you and I am going to slip out of it and see if you can say it without me."

She began it and they took up the poem. She watched them carefully and when they seemed about to fail at one point she tactfully came in and gave them confidence until they were sure of their words and then she slipped out again. When they had covered it in this way, she said:

"Now I wonder who can stand right up here and say it all for us in the presence of this crowd. That will be

pretty hard, but I believe there are some here who can do it."

Wilbur's hand was in the air. "Good for you, Wilbur, I thought you could say it." Wilbur did it well. Myron then said he could, and he did.

"Now, boys and girls, I wonder if we can stand up here and face this audience just as our boys faced the enemy and say that poem so as to make these people feel that they are in Amberville watching the parade just as you did. Certainly you can. Good position—heads up—soldiers, remember!"

Hilda, I wish you could have heard those children. You know me and for that reason it is needless for me to tell you what I did. I wish to explain, though, that I was not the only one, for there were plenty of other folks who were using their handkerchiefs about that time. That flag was prettier to me than it had ever seemed before.

The audience burst into applause. Mr. Moore rose and said:—

"That was the shortest fifteen minutes I ever spent in a schoolroom and probably the biggest literary day in the lives of those children. That will probably go with them throughout life."

He thanked Miss Galligan and announced that the people of the neighborhood had arrived with dinner for the crowd. So the meeting adjourned for dinner.

Hilda, this morning, as I observed Miss Galligan teach and saw the joy she was bringing into the lives of those children with poetry, I recalled some of the crimes to childhood and

to literature that I have seen committed by teachers. I am sure that I myself have been a criminal by not making poetry as interesting as I might have made it. But thank goodness, I have never given a child a beautiful poem to memorize as a punishment for some offense, as I have sometimes seen teachers do. I think that is a crime against childhood and good literature great enough to be punishable by having a teacher's certificate cancelled for life.

I have always thought of the summer time as the time for protracted meetings and conversions. But, I do believe that this winter is proving to be "Conversion Time" for me, for every time I go to one of these teachers' meetings I come home and pray two prayers: one to be forgiven for my pedagogical crimes and one to be given the "true light" so that I may see how to walk in the right pedagogical paths in the future. I suppose you might call me "a chronic seeker" for I am always on the pedagogical mourner's bench. I hope yet to be one of the bright and shining lights in the pedagogical church. If I could sit under the preaching of a few more evangelists like Miss Galligan, I am sure that I would soon be one of the "pillars" of the church.

Shouting happy,

Martha

HILDA'S MEDITATIONS

1. If a teacher is going to get children into the proper spirit for a poem before she presents it, what must be the relation of the thought of the poem and the experience of the children? What in the experience of the children whom Miss Galligan was teaching prepared them to appreciate the poem? Can experiences be borrowed?

2. I wonder why it is bad psychology for a teacher to ask her pupils to memorize a poem which she herself does not know? What good does it do for a child to memorize poetry?

3. Why does Miss Galligan quote the entire poem before she asks the children to repeat any part of it? Why does she ask questions, the answers of which will be the exact words of the poem? Why does she have one child quote the poem before she asks the entire class to quote it for the audience?

4. How much poetry should a child memorize? What should be the nature of the material? Will the type of material change from year to year? What should be the nature of poetry for a child of six? Of ten? Of fifteen? Of eighteen?

What Hilda Read in order to Answer Her Questions:

Teaching Poetry in the Grades—Haliburton and Smith.
How to Study and Teaching How to Study—McMurry. Chapter VII.
How to Teach—Strayer and Norsworthy. Chapter V.
The Teaching of English—Chubb. Chapters VI, IX.

CHAPTER XVIII

THE COMMITTEE ON AGRICULTURE TELL HOW THEY ARE TEACHING IT

Sunday, February 29

My dear Hilda:

It will be a long time before I have such a privilege as this again—to write to you on Sunday, the 29th of February. I shall use this rare day for the rare privilege of talking about the rare subject "Teaching Agriculture in Country Schools." This was the subject presented in the afternoon at our meeting on the 22d inst. The farmers seemed more interested in this discussion than they have been in any of the others. This was natural, I suppose.

The committee consisted of Misses Fish, Anderson and Black, all of whom live in the northwestern corner of the demonstration district. Although I am rural-minded and do dearly love the farm and all there is about it, this fact has never seemed to help me in teaching agriculture. I felt relieved to find that I was not the only one who has had trouble of that sort. But I shall let the other folks talk for themselves. Miss Fish served as chairman of the committee and made the first report. She said:—

"Friends, I have been teaching for ten years. I was reared on the farm. I loved the farm. I enjoyed country life and was ambitious to serve the country people. I naturally began teaching in the country.

"When I went to my first teachers' institute, we had as one of the speakers a man who was at that time Head of the Rural Division of the Bureau of Education—Dr. H. F. Walstein. He is now president of our own Normal School here at Amberville. In his talks, he gave the substance of the report of Roosevelt's Country Life Commission. He explained why people were leaving the farm and going to the town. He showed how that was due to the poor economic returns that the farmer was getting from his investments, to the impoverished social life of the rural communities, to the inefficient country school, to the drudgery of the housewife on the farm. He said that we needed a new sort of school, 'a school that grew up out of the soil.'

"Well, I went to my school from that institute with high hopes. I had a dream of a school that 'grew up out of the soil.' I must change that statement and say I had an 'aspiration' for a school that 'grew up out of the soil.' I did not have a dream, if by a dream we mean a vision or a plan. I had no plan, I merely had a 'feeling.'

"I knew little or nothing about teaching anything. Least of all did I know about teaching agriculture. I could teach other subjects somewhat as I had been taught, but I had never been taught agriculture. Our state adopted a book which was to be studied by all children in the eighth grade.

"The study of agriculture was carried on in the same way as our study of history and geography. We were trying to see how many facts we could commit to memory that were foreign to our own lives. So far as its influence upon our own agricultural life was concerned, we might just as well have been memorizing the names of the ancient Pharaohs of Egypt and the dates of their reigns.

"You may say, 'Why did you not stop that foolish practice and get down to studying real things?'

"My answer is that I did not know how. To make bad matters worse, none of my friends or neighbors seemed to know how either. The county superintendent did not seem to know how. The result has been that I have gone on in that dead monotonous way for these ten years teaching a book in agriculture.

"When the president of the club named me on this committee, I said to myself: 'I knew it! I knew it!' Of course I would draw that pill of a subject. Fate could not make it otherwise. The fact that I hate it would draw it to me like a steel to the magnet.

"I put on a bold front. All the other teachers looked pleased with their committee appointments, so, of course, I could not appear to be the weakling. I put on a bold face, I suppose, but I want to confess now that I had a most heavy and cowardly heart.

"When our committee met to agree upon plans, we soon discovered that we were unanimous in our opinion that we had drawn the most important but the most difficult subject of the lot.

"Miss Black was brave and inspired us by saying: 'Well, girls, I am a farmer. I know that agriculture is the most important subject in our community and I believe that it should be one of the most important things in my school. I don't know how to get at it exactly but I believe that if we studied it from the angle of the thing itself, we might get further.'

"Then Miss Anderson, in her quiet, demure manner said: 'Well, I have never taught before, but it seems to me that

if that book is to be studied every year by the eighth grade, it will become uninteresting to the children before they ever come to study it. Every child in a country school hears all that the other children recite. It appears to me that if there were some plan by which all of the children in the school, without reference to age, would study some particular interest each year and let those interests rotate, we could keep the material interesting. I feel certain that we could, as Miss Black suggests, if we studied the things themselves. It seems to me that a text might be used for reference but that the things themselves might be the object of the class study.'

"We agreed to put these two ideas together and add one more to them and that these would constitute the basis for our report. We are ready to make it on that basis. Each of us has taken a different interest and we shall report briefly what we have done.

"In our school here at Highlands we have taken upon ourselves the task of answering this question:

"'What breeds of hogs, cows, and horses are produced or used in this school district and which of each is most profitable for this school district and which of each is most profitable for this community?'

"In finding an answer to that question, ladies and gentlemen, we have been busy and happy every day.

"We took very early a rapid invoice of the district. We found out what breeds there were and how many of each. We next took up each breed and studied it carefully as to cost, care and products. The farmers themselves soon became very much interested in our undertaking and gave us every assistance possible to arrive at the facts. Some of

them were rivals—of a good-natured sort—and really wanted to know. We were supplied with information about the daily ration for the animals, with all details as to quality, quantity and cost.

"There was not so much interest in the horses for we soon found that practically all the horses were Percherons.

FINE FARM HORSES

There was some more interest in the hogs for we found that there were the Duroc-Jerseys, the Poland Chinas, and the Chester Whites. When we came to investigate the cattle, we found that the community had reached the point of real enthusiasm.

"Mr. Buman has a beautiful herd of Galloways. Mr. Hofer owns the Polls. Mr. Bass keeps the Herefords. Mr. Stellmeyer has a large herd of Durhams.

"Since all these cattle are beef cattle, primarily, our problem was somewhat simplified. But in spite of that, we had to find out many facts. The rate of growth of the animals, the amount of food needed, the extent to which

each would take care of itself, the attitude of the beef market toward each; these facts and many others had to be ascertained and evaluated. We worked out information books on each of our breeds. I have brought those books with me to-day and I shall pass them around now for you to see.

"In our school, the subject of agriculture has changed from what it has been in the schools that I have taught

HOG RAISING IN THE DISTRICT

heretofore. We are interested in the real things now. We think in terms of number and value of hogs, horses and cattle, instead of number and value of pages of a book. To get our information, we have written many real letters. We have read not only one but many agricultural books. We have worked enough real arithmetic problems to fill a book.

"We do not know a little about a great many things merely, but we know much about the one thing that we have been studying especially, in our school. We are now having questions from our efficient, practical farmers as to what the school thinks they should do in order to accomplish this or that with their stock. Could you imagine

such being the case where only the book was studied? I cannot."

A look at those books, Hilda, shows that those children in that school have not been worrying about passing an examination on a certain number of pages in an agricultural book. One can see at a glance that they have had an interest far more worthy and comprehensive than that.

While Miss Fish was talking, I could hardly listen to her because I was so much interested in an exhibit of bottles arrayed across the teacher's desk like an army on dress parade. When Miss Fish was through with her talk, Miss Anderson stood up and began to speak. She is the doll of our club. She is not much larger than a French doll. She is not much taller than the teacher's desk.

"I notice that some of you are interested in this bottle exhibit," she said. "I am glad that you are. Many a bottle has told its tale. Each of these has its tale to tell, also.

"My work as a part of this committee was to make a study of wheat and report to you how I did it. You might think that I would not need to study wheat since that is all that I have ever seen in all my long life. Short as I am, I can stand in my schoolhouse door and look toward the east and see twenty-five miles where there is practically nothing else ever grown. I can see almost as far in the other three directions and the situation is just the same. Why, then, should I study wheat? Why not study alligator pears or pineapples? I never saw either of them growing. I might learn something interesting and strange. No, it is because I am in this wheat field that I should study it. I should know all I can about it.

"With this goal in view, my children and I went to work. We set out to answer this question: 'Is Gem County getting as much for its wheat crop as it should?'

"We found that we could not answer that question directly. We had to answer a number of other questions before we could answer it. The first of those big questions

WHEAT IS THE LEADING CROP OF THE DISTRICT

which had to be answered was: 'Is Gem County producing as much wheat as it could?'

"To answer this, we had to ask and answer these questions:

Is Gem County using the right sort of wheat seed?
Is Gem County using the right scheme of crop rotation?
Is Gem County properly draining its soil?
Is Gem County properly plowing its soil?
Is Gem County properly planting its seed?
Is Gem County preventing the wild grasses from interfering with the wheat?
Is Gem County harvesting and threshing its wheat?

"You can see the multitude of other minor questions which would arise in answering these questions. These bottles here represent the partial answers to only two of those questions—those relating to wheat seed and to weeds and wild grasses.

"We have made a real study of wheat. We have found out all of the various sorts of wheat that are grown throughout the world. We have small samples of it here. We have found out the conditions under which each grows best. We received much help through the U. S. Department of Agriculture on this. We have all of the U. S. bulletins on wheat as a part of our library. Then, we have made a careful study of this county with the assistance of the county agent, Mr. Goodman. We know which quarter-sections of land in this county have produced the best wheat crops for the past three years. We know the variety of wheat that they grew and all of the conditions which led to its production. The bottles in this row contain samples of wheat seed.

"The second row of bottles contains wheat enemies. We have studied them also. We know what are the chief enemies of wheat wherever wheat is grown. Then, we know which of those we have here in Gem County and which ones we are most likely to get. We have also found out the sections of the world from which we must be very careful not to get wheat in the future, if we are to avoid those other wheat enemies which we do not now have.

"My children and I were greatly delighted as we studied these questions and as we got replies from our inquiries and requests. As we have gone along, each of us, including myself, has kept a 'Wheat Book.' Pictures and pen sketches adorn almost every page. Some of us have become quite

good artists since we started on this piece of work. We did not realize that we were studying drawing but we have learned much about it, nevertheless.

"When we had answered the question: 'Is Gem County producing as much wheat as she could?' there was the final question—'Is Gem County getting as much for it as she should?'

"To answer this question we were led into the study of the whole problem of marketing. What are the different grades of wheat? To answer that we wrote to the Grain Graders' Association at St. Paul and got all the information that we needed. What are the advantages of having one grade of wheat over having another grade? What are the advantages of the different ways in which the wheat is shipped? What are the advantages of coöperative selling? What is probably the best time to sell? These and a number of other questions had to be answered.

"Our conclusion is that Gem County is now getting only one third as much for its wheat crop as it should, and as it could, if everybody knew as much about it as we now know. We think we have made some real discoveries and believe that Gem County should employ everyone of us to tell others what we know. But we are not going to wait to be employed, we are going to tell everybody who will listen to us what we think we know.

"I have been interested in the statements made by the other teachers to the effect that agriculture has been hard to teach. I cannot understand why. To me and to all of my school, it has been the one most absorbing subject. The fact is, if we have sinned by taking too much time for any of our school subjects, agriculture is the one. My one

explanation of it is that I have not been teaching it, I have been learning it. My children have simply studied it along with me. Wouldn't it be good if we could do that in all of our subjects? We might be a little more like real people and less like the teacher famous in song and story.

"I do not like to take your thoughts off of the great possibilities of the subjects presented by Miss Fish and Miss Anderson," said Miss Black, when she began her discussion—"but I have my story to tell and I shall do it briefly, and then let you return to these questions and think of them and discuss them just as much as you like.

"It so happens that I am the only girl in my family. I have a house and yard full of brothers. You can see that my playmates were boys and that naturally I grew up with some of the arts that boys are supposed to possess. Among those arts which I acquired by association, is the art of driving a horse, a Ford, or an automobile. I can also drive a nail, guide a saw, push a plane and wield a paintbrush.

"Strange as it may seem, it so happens that all the other girls of my community are just the reverse of myself in one particular. In their families, there are no boys at all. They have to be their fathers' boys. They have to do many of the things that boys are supposed to do. For this reason, it seemed to me that the most practical agriculture that I could teach in my school this year was along the line of farm mechanics. That is what I have been doing.

"We rigged up a little carpenter's shop in our side room that we use for general utility purposes. I have six girls who are in the upper grades. Each was anxious to learn how to

do a number of things so that she might be a little more independent and do her own 'hammering' through life if she needed to do so.

"Velma wanted to make a bookrack and a china closet. Veda wanted to make a graphophone case and a music stand. Thelma desired to make a center table and a flower stand. Alice desired to specialize on making swinging gates and doors for she said 'some of ours are always off or sagging.' Dora wanted to devote herself entirely to repair work, while Wilma said she wanted to learn how to make hog troughs, cattle stancheons and chicken coops.

"With these very practical purposes before us, we went to work. If you want to see a manual training shop entirely owned and operated by girls, just come over and see us. We are enjoying the work very much. We are learning one of the skills that is necessary to make the life on the farm happy. Without what we are learning, it is practically certain that the farm will have an abandoned appearance. One of the things that is necessary for happy country people, we believe, is for buildings on the farm to have a well-kept appearance. This they will not have if the people who live on the farm are not able to manipulate the simple tools."

Hilda, I wish you might have seen the farmers watching those teachers as they talked. When they were through, Mr. Goode, who is a very progressive and intelligent farmer, said: "Madam President, as one of the citizens of this community, and as a farmer, I want to move a vote of thanks to these teachers for the information that they have given us this afternoon. I have always thought that the school was a place where the children learned to read,

write and spell, but I have learned this afternoon that the school, even a little one-teacher country school, can be much more than that if we just have the right sort of teachers. I have been looking over those cattle books and wheat books that the schools have made and I think they are worth money, lots of it."

Mr. Harryman seconded the motion; it was put and carried with a whoop.

Later, Mr. Goode said that he thought that the teachers should all be members of the County Farm Bureau and that he was going to see about it and see if that could not be brought about. Well, if Ray Goode gets behind the propposition, it will probably become a reality.

After hearing all that all of the teachers said and after seeing the effect of it on the patrons who were present at the meeting, I have decided that I also could teach agriculture so that it would GO.

With some of the hayseed combed out of my hair and with some agricultural ideas planted deep in my cranium, I am

In farmerette fancies,

Martha

HILDA'S MEDITATIONS

1. I wonder if being reared in the country is an advantage or a handicap to a rural teacher in teaching agriculture? Which is most necessary to successful teaching of agriculture—knowledge or desire to find out? What would be the effect on the children of a country school if the teacher admitted to them that she did not know but desired to find out a certain fact? This seems to have been the case with Miss Anderson and yet her school seemed to have gotten good results in the study of wheat.

2. Is it true that one big problem in agriculture is enough to engage the entire school and community? If this is true, does this mean that texts in agriculture are unnecessary? What should determine the selection of agricultural problems for study by a school? Were the problems of these three schools well selected?

3. Is there a cultural value in agriculture? If so, where is the cultural value in these three illustrations? Might one teacher and group of children get culture from such a study and another not do so? What would make the difference?

4. Mr. Goode thinks that the teachers should be members of the County Farm Bureau. For whose benefit—the teachers', the farmers', or whose? What could teachers do in such an organization?

What Hilda Read in order to Answer Her Questions:

Teaching the Common Branches—Charters. Chapter XIV.
Country Life and the Country School—Carney. Chapter IX.
The Teacher, the School, and the Community—McFee. Chapter XVII.

CHAPTER XIX

THE COMMUNITY ORGANIZES

March 10

My dear Hilda:

I have just returned from Warren where the Demonstration Supervisory Zone held an organization meeting for social and business purposes.

At the close of my last letter, I told you that Mr. Goode had said that he thought the teachers should be members of the County Farm Bureau. Well, that was his idea on the impulse of the moment but when he left that meeting, he began to think about the idea and it grew. It was not long until he had a much bigger idea than that.

Mr. Goode is a man who acts upon his ideas. He began to use his telephone and his automobile with a purpose. A week ago to-night a committee of people met in Warren upon his call to see what could be done for the southern end of Gem County. Two dozen people were present—they knew not for what, except that Ray Goode had said that they were needed there to do some important work. Among the two dozen were three teachers, one minister, the county agent, the home demonstration agent, the county nurse, the local banker, the postmaster, a school director from each township, three ex-soldiers, three farmers, two merchants, the R. F. D. man, a woman from each of the church societies of the community, a woman

from each of the other societies in the community, and others whom I do not now recall.

As we met, each one asked the other why he was there. Each one replied that Mr. Goode had said that it was necessary, that was all he knew. Curiosity was pretty high. Finally, when all were present that Mr. Goode expected, he called us to order and said: "Folks, I guess you have all been wanting to mob me for getting you here to-night without telling you for what purpose. Well, I am going to tell you now. We folks down in this end of the county are pretty good people. We admit it. We don't mind work. The fact is we like work. I believe that is one of our difficulties, we like work too well. We are doing more work than we are doing thinking. We have always done that. I think it is about time we began to do some thinking. I have been attending these teachers' meetings for the past three months, and they have set me to thinking. Our teachers are doing something this year that they have never done before. They are able to do that because they are working together. The farmers have learned that they can do things through the Farmers' Union and the County Farm Bureau. They can do this because they work together in those organizations.

"The idea which has been surging through my brain ever since last Saturday at the teachers' meeting is: Why cannot all of us people in the south end of the county work together for the good of all of us?

"We have present to-night someone to represent every interest in this end of the county. I thought we might think over the matter a bit and then get the whole community—and by the community, I mean all of the people

who live in this Helping-Teacher community which is organized round about Warren—to come together a week from to-night and really organize for some definite purpose. Now, talk right out and say what you think. What can we do that will lead to something and some place better and beyond where we are to-day?"

Some thought one thing and some another, but every one thought "Amen." The soldier boys thought there should be "something doing" at least twice a week. They said there was "something doing" every night when they were in the army. The farmers thought we should take up the matter of marketing and coöperative buying. The merchants thought that the coöperation between the town and the country should be considered. The church enthusiasts felt that the needs of the church should be given unbiased consideration by the community to see what it had to offer. The banker felt that a study of thrift was a worthy undertaking for the community. The teachers said that the consolidation of schools and better supervisory assistance were the things which meant most to the future of the community. There were a few other suggestions made. Finally, when each one had given vent to his noble ideas and had heard the claims of everyone else, Mr. Goode talked some more.

"Folks," said he, "I think, probably, we have done enough for to-night. Now, what we want to do is to get everybody else in the community to thinking just as we have been thinking to-night. Let's not organize or decide on anything to-night. It has been good for us to come together to get our brain cells to acting and our hearts to beating in the same time. If we can all go back to our own

little neighborhoods and discuss with our families and friends what has been discussed here to-night and make it clear to everybody that nothing is decided, I believe that a week from now we can get down to business. Think about the needs of the south end of Gem County, talk about them, get your friends thinking and talking, and let's come back here a week from to-night. Get everyone else to come also. Then, let's do business for our community."

We have just done that business, Hilda. The largest gathering of adult people that ever assembled at Warren met there to-night. The topic for discussion was "What do we need in the south end of Gem County?"

A report was made by the secretary of our last week's meeting of what was discussed at that time. The meeting was then thrown open for general discussion. Usually farmers and farmers' wives are very averse to talking in public, but to-night it seemed that nearly everyone had something to say. A week of personal conversation in the informal meetings of the people in their homes and on the roads, and wherever they happened to meet, had given them an interest in the subject, familiarity with the thoughts about it, and ease in talking about it. They talked at this meeting almost as they would at their own homes.

Usually when we have met in such gatherings, heretofore, the talk has been done by some outside speakers. To-night the outside people sat on the side-lines and watched the game. Mr. Moore was there and so were the county agent, demonstration agent, and the nurse, but all they did was to say "Amen." The people did the work. That's what I call getting down to bedrock.

Finally, when everyone had had his "say" and was convinced that big things could be done if a plan was made for it and everybody got behind it, Mr. Goode said, "Well, folks, what shall we do?"

Mr. Bogle, the banker, arose and said: "Mr. Chairman, it is very plain to me that the biggest interest of this audience is in the schools of the community. It is also evident that more other interests can be worked through the schools as agencies than through any other agency. Good roads and the schools are inseparable. Better farming and the schools must go together in the future. Our people will never learn to play, to sing, to coöperate on any undertaking, except as they learn it through our schools. Our ideals must be the product of our schools. The schoolhouse is the community's natural center for all sorts of interests. I move, therefore, that our first community undertaking shall be to study in a businesslike and impartial way the organization of our schools so as to promote the general interest of this end of the county. This will take in practically all of the other interests of the community."

The motion was seconded, put, and carried in less time than it takes to tell it.

"How shall we organize so as to carry this proposition through without the objection of any interest or faction in our community?" asked the chairman.

Mr. Dunkleman was the first man on the floor to reply. Mr. Dunkleman is a small man, getting a little aged, but the most enthusiastic old man you ever saw. "Mr. Chairman," he said, "your point is well made. We cannot afford to have a big idea like this go on the rocks because some person or some organization thinks he or it

is not sufficiently considered. We are all more or less selfish and more or less proud. We have a habit of wanting things our way. The only way to prevent that is to let everyone and every organization feel that he and it has a part in the general community organization. I move, therefore, that we have a steering committee or executive council composed of representatives of every organization in our Demonstration Zone in proportion to the number of members in the organization. In addition to that I would like to move that our helping-teacher, our various county service agents, and our R. F. D. man shall be ex-officio members of the council."

The pros and cons of the motion were discussed for a bit and then put and carried. Each organization was instructed to elect its member of the executive council at once and the council is to meet a week from to-night for final organization. Already I can see big things in the distance. It was generally agreed to-night that the council would divide itself into committees that would work on special interests and report back to the council for general planning. The committees will make proposals and investigations. The council will make decisions.

The special committees will probably be:

(1) An educational committee.
(2) A social committee.
(3) An industrial and commercial committee.
(4) A committee on recreation.

There will probably be special committees from time to time to do special things. There may be some permanent committees besides those named above. From the start

we made to-night, I feel confident that our beginning is going to be auspicious. No one showed a little or mean spirit to-night. I believe every organization will elect its wisest and most coöperative member to serve as its member of the executive council. If that is done, all will be well.

Hilda, I used to be lonesome, professionally. I am not lonesome any more. I used to feel like a "school teacher." I now feel like a "human being" engaged in the business of teaching. After this meeting to-night, I feel that all of us in this end of the county are engaged in the same job—making a better Gem County, a better Middle West, a better America, a better world. The only difference between us is just the difference in the committee on which we are working. In a broad sense, everyone in the community is a part of at least one of these committees. We are all to report our work and our wish to the Executive Council.

Say, wouldn't it be fine if everyone in the whole world could get that idea of his work and his relation to the other fellow's work?

Mr. Goode was right when he said: "We are all good folks. We admit it. We all like to work. The fact is we like better to work than to think."

It seems to me that we have been going along working for ourselves and for our crowd without realizing that in order really to succeed, we must work with others and think of the welfare of others. We have been doing too much work and doing too little thinking. I think that has been especially true of us rural people. As soon as we begin to think, we are going to begin to work together in larger

and larger units. When we do that, we are going to do more, do it more easily and with more pleasure.

I wish I could follow the dream a little farther but I must cease my daydreaming and get some sleep, for the night is far spent. I am

At least partially organized,

Martha

HILDA'S MEDITATIONS

1. Mr. Goode seems to have been able to get all of the people of his end of the county to work together to a purpose. Is there such a leader in every community? In what did Mr. Goode show most effectively his power of leadership? What are the reasons which cause many community leaders to fail?

2. It took two meetings for the community to formulate a plan for organization. What was gained by waiting?

3. There was a great deal of discussion before the organization was decided upon. There were a number of different purposes expressed as worthy aims for the club. How was a unified purpose decided upon by a body so diverse in its interests?

4. Was Mr. Bogle correct when he said that more community interests could be served through the school than through any other agency? What are the other rural interests that can be served through a real community school?

5. Are there any other rural communities in America in which there are live, successful organizations which include all of the factors of the community? How were they organized? Why have they succeeded? Where have they been organized and failed? Why did they fail?

6. How large should a rural community be, in number of people and in territory, in order to make the most effective organization for social and economic purposes? What effect should roads, mountains, rivers, etc., have upon the organization?

What Hilda Read in order to Answer Her Questions:

Readings in Rural Sociology—Phelan. Chapter XIX.
How to Organize a Rural Community—by Morgan—in Readings in Rural Sociology—Phelan.
Country Life and the Country School—Carney. Chapters VII and VIII.
Rural Life—Galpin.

CHAPTER XX

"HEALTH AND HAPPINESS" HOLD FULL SWAY

March 20

Dear Hilda:

"Health and Happiness" have been the magic words for the month and especially for the week that is just closing. These have been the words that have lured us on in our work and in our play. Mr. Moore is a practical psychologist. As I have said before, he makes maximum use of the power of suggestion. He has found that it is easy to get everybody to think about the same thing at the same time and that when everybody is thinking about the same thing, it is easy to get everybody to do something about that thing.

Mr. Moore says that he has observed the action of a mob. He says that men participate in mob violence who do not believe in it, who even bitterly disapprove of mob methods and abhor the results. They participate in the mob simply because they are swept off their feet by the crowd feeling and crowd action. He says that if people will do bad things as a result of crowd feeling and crowd action, they will also do good things in the same way. This "crowd action" is a manifestation of an element that is instinctive in man. Instincts are good or bad only as they are used to good or bad purposes. This is a principle on which religious revivals and political campaigns are conducted. This was the principle which was applied during the war in

our thrift stamp, liberty loan, and benevolent society campaigns.

Very closely related to this is the power of suggestion which is used in advertising. Take for instance "Hallan's Malted Milk" or "Aunt Jerusha's Potato Pone." After one has seen those advertisements many times, he comes to feel that those are just the things needed. Suggestion does it. If, then, this group action is an instinct, fundamental in man, if suggestion is the way to create a desire in man for emotional ends or commercial needs, why should not these forces be used and capitalized in "putting over" the educational ideals and getting the educational ends that are desirable in society?

This is the way Mr. Moore sees it and this is the principle which he is putting to the test in his school work this year. If I am any judge, his theory is a correct one. At any rate, it is working out in the school affairs of our little Demonstration Zone.

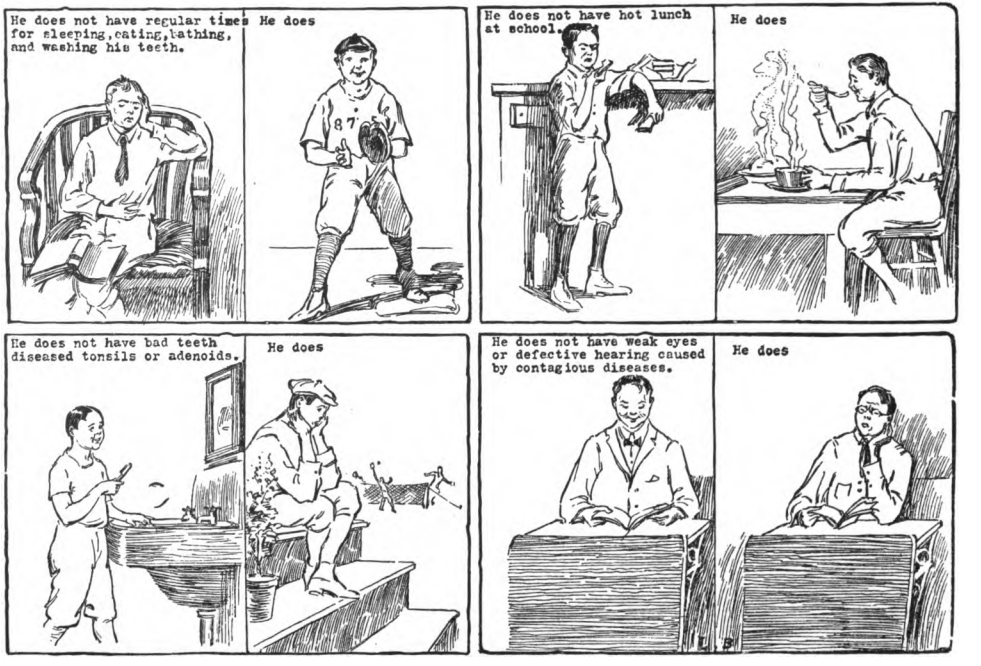
Mr. Moore says that the schools have the greatest opportunity of any institution of society. Children are the most plastic part of society. They are the most susceptible to suggestion. Suggestions can be transmitted to parents through children better than through any other means. The school reaches more directly a larger part of every community than does any other community agency. For these reasons, Mr. Moore says that if the schools do not get what they need and do not do what they should, it is their own fault. It is simply because they have not capitalized their natural advantages and advertised their work and their needs. He has so thoroughly convinced me of the truth of this that I am going to cease wailing about

the lack of public interest in the needs and importance of the schools. I am going to begin to wail about the absence of good practical psychologists and wise advertisers in the school business.

I started to tell you about our "Health and Happiness" campaign but got off on the subject of advertising and crowd psychology. I did that because of the relation which those things have to our "Health and Happiness" work.

Two months ago, Mr. Moore discussed the idea with us at our club meeting. He discussed it very briefly and then suggested that we think about it until the next meeting and that we then be prepared to suggest how we could make it GO during the month of March. In *The Zone Pacemaker* (that is our school paper, I'll write you about it later) for February, he discussed the coming event—the "Health and Happiness Week." In the "Smiling Sheet" (that is the comic supplement to the *Pacemaker*) of the same issue, the most common health crimes of children were cartooned in appropriate fashion. The week of March 15-20 was designated as "Health and Happiness Week" and there was not a single family in any of the fifteen school communities of the Demonstration Zone who did not KNOW it, had heard it at least a dozen times and possibly in a dozen different ways.

To explain this I must remind you that this has also been "Language Month" and we have done all of the language stunts of which we could think and have related them to the big idea—"Health and Happiness." The children have entered fully into the spirit of the campaign. We have sung songs which breathed the spirit of happiness and preached the gospel of health. We have studied the lives


He does not have regular times for sleeping, eating, bathing, and washing his teeth.
He does
He does not have hot lunch at school.
He does
He does not have bad teeth diseased tonsils or adenoids.
He does
He does not have weak eyes or defective hearing caused by contagious diseases.
He does

THE "SMILING SHEET" OR COMIC SUPPLEMENT TO THE *Pacemaker*

of Theodore Roosevelt, Sophie B. Wright, and a score of others who, by their courage and their effort, have improved themselves and blessed the world in spite of an initial physical handicap.

The children have daily brought to the school interesting and appropriate material which they have found in their home reading or which their parents have found for them. The children have been inspired to write not only good prose compositions but some of them have written some excellent poetry and some snappy, delightful little dramas relating to health. Many children have written their first poems or first dramas during the past month. Every school community of our group has discovered that it has a little Macaulay, Milton or Shakespeare who heretofore has been mute and inglorious. Community pride and literary interest have been multiplied during the past month by some large unknown quantity. The immediate big motive for this literary effort, on the part of the larger children was to see who would have the honor of creating something which was good enough to be used as the stunt for their school at the "Health and Happiness" meeting which was held for every three schools in the zone.

On Friday of last week all the teachers of our zone received a letter from Mr. Moore giving a detailed program for his visits and work for the week (he always does that), and stating that he would bring four visitors with him. The visitors whom he was going to bring were County Agricultural Agent Goodman, County Home Demonstration Agent Story, Dentist Deere, and, most important of all, County Red Cross Nurse MacRea. He said that they would visit three schools each day, observe the language work in

each for thirty minutes, and would then make a physical examination of every child. They would visit the three schools in this way. At the second school visited, they would eat dinner and return to it to hold the night meeting. They would eat supper in the community of the third school visited each day, and would return to the first community visited each day and spend the night in

THE DENTIST AND THE RED CROSS NURSE VISIT THE SCHOOL

it. He requested that the visitors be distributed as much as possible among the people of each community. The purpose of this was twofold: first, not to prove a burden to any family, and, second, to be able to visit with as many families as possible.

It is Mr. Moore's belief, and I believe it is sound, that one of the best ways to educate the people as to the work which the school is trying to do and the needs that the schools have, is to visit with them in their homes and talk with them informally. For the past three months he has been walking on his trips when visiting the schools. He has been living with the people, eating and sleeping wherever

he happened to be when the time came. He has been thriving on it and the people like it. This convinced him that he could bring a "whole troupe" with him and that the people would welcome them. They did.

I wish you might have seen the children disputing among themselves as to who should entertain whom. The fellow who was left out entirely was the inconsolable one. The children were on tip-toe of expectancy awaiting the arrival of the "Health and Happiness Troupe," as they called the visitors. A few months ago they would have been scared out of their wits by the thought of such a visit. How remarkable is the possibility of change in educational and social attitude!

Mr. Moore said that their visits to the schools were a "progressive, theatrical, and physical tournament." The ideas of good language and good health were always kept in the foreground. After a day of observation of language work, physical examination of the children, and visits with the people, the "troupe" gathered at the middle school of the three visited during the day to conduct the "Health and Happiness" meeting. They summed up the observations of the day, made informational talks on health and gave specific suggestions as to how to keep healthy. The children and the people of the schools visited during the day were all present to do, to see, and to hear. Everyone present had some part to perform in making the meeting a success, even if it was nothing but to stand up and be counted for his school.

The program for the evening was as follows:

1. An Original Language-Health Stunt by School No. 1.
2. Relation of Cooking and Eating to Health—Miss Story.

3. Relation of Teeth to Health and Happiness—Dr. Deere.
4. An Original Language-Health Stunt by School No. 2.
5. Relation of Animal Health to Human Health—Mr. Goodman.
6. How to Keep Healthy and Happy—Miss MacRea.
7. The Relation of Schoolhouses to Health and Happiness—Mr. Moore.
8. Questions and Answers about Health—The People, The "Troupe."
9. An Original Language-Health Stunt by School No. 3.

The next issue of the *Pacemaker* will contain a detailed report of the health situation as the survey revealed it. Every child's status will be given with recommendations for his improvement.

I wrote you some time ago about teamwork. I did not know that my dream was so soon to be realized, but it has been already. When I saw those five people who formed the "Health and Happiness Troupe" all centering their efforts and the attention of everyone else on one thing—HEALTH—I realized that my dreams were not nearly so large as the reality. The value of this tour, to the life and the happiness of this community, is incalculable. The community has been touched in almost every vital spot through this work which was based upon health. The live stock industry was investigated and discussed by Mr. Goodman; the conservation, preparation, and serving of foods, by Miss Story; the living abode and the human body, by Miss MacRea; the teeth as one of the chief sources of joys and sorrows, by Dr. Deere; and the schoolhouse as the community's center either for the distribution of ideas conducing to health and happiness or for the spread of disease germs was presented by Mr. Moore.

These meetings have set the people talking and thinking about many things which formerly were supposed to be the exclusive possessions of the experts.

Some of the colleges and universities, I understand, are conducting what they call extension courses. Judging from the success of this series of meetings, I believe that any county can have its own extension courses and can provide its own technical experts.

The general result of this series of meetings, with the things which have been done as incidents to them, is that the people are more awake than ever before to the human side of living. They see that materials are but means to a living and not the end for which we should labor. They see the place which the schools can play and should play as an agency for social betterment. They begin to realize that for the school to do the big job that is possible for it, it—the school—must be a bigger institution in the future than it has been in the past. It must be better supported, better planned, better manned, better "womaned." It must be better organized, more in keeping with sensible business principles. It must be better equipped in order to do its work. But, above all, it must be directed by people who have broad vision, big soul, and boundless energy. They must have vision broad enough to see the relation between cause and effect, immediate and remote cause, cause of detail and cause of fundamental principle. They must have soul big enough to love all—even the unthinking, the unlovely, and the blindly antagonistic. They must have energy great enough to work on and on, increasing in volume and quality with the passing of time.

You see that I am yet likely to mount the platform or to ascend into the pulpit if my educational religion continues to increase.

Healthily and happily,

Martha

HILDA'S MEDITATIONS

1. Is it really true that there is an unconscious wave of thought and feeling that passes from one to another, particularly in crowds? What events in our life can be explained upon such a theory? Are we not governed more by thought than by feeling? Should we, as teachers, give much thought to a consideration of the unconscious influences that prompt people to action?

2. Is Mr. Moore right when he says that school people get about what they really deserve; that if their salaries are not high and their school work not appreciated and school needs not understood, they have only themselves to blame for it? What should teachers do in order to be able to present their work to the public in a way that it will be understood and appreciated?

3. "Health and Happiness Campaign!" That is a rather novel idea. I believe I like that better than to call it a "Campaign Against Disease and Death." It had the same purpose, but it sounds a little more attractive. I think that must be a practical application of crowd psychology.

4. What is the advantage for country service of a "Health Troupe" over a lone health worker? Could such a troupe be secured for such a campaign in any county in America? Could professional men be induced to join in such a campaign without charge for their services?

5. Martha seems so much interested in "Health and Happiness" that she largely overlooks the work the children did in language work. To me, that is the most interesting part of the story. Here they have used a big health crusade as subject matter for written language work. She has talked more about "Health Troupe" than she has about the work of those little

mute and inglorious Miltons. Why did she not inclose some of their poems, stories, or dramas? I wonder if I could not get some effective written work in my school by the same plan? What would be some subjects and situations relating to health that would inspire a child to write poetry, drama, or prose?

What Hilda Read in order to Answer Her Questions:

Festivals and Plays in Schools and elsewhere.—Chubb. Chapters II, IX.
Social Control—Ross. Chapters XII, XIV, XV.
Social Psychology—Ross. Chapters II, IV, V.
The Teacher, the School, and the Community—McFee. Chapter XIII.

CHAPTER XXI

WHAT THE HYGIENE COMMITTEE SAID

Sunday, March 28

Dear Hilda:

I had so much to tell you last week about our "Health and Happiness Campaign" that I did not tell you anything about our last meeting held at Miss Black's school on March 20th.

We have had a great ambition to hold every meeting just as we planned it last September. During the week before the 20th, we had wind the like of which I have never seen before even in March in the Middle West. In spite of that we held our "Health and Happiness" meetings just as planned. But the weather was like the old negro crap-shooter's luck—"it was awfully bad all the week until late Friday night, when suddenly it changed and—got wuss."

Yes, a six-inch snow fell on Friday night. In spite of it, Saturday morning at ten o'clock the whole crowd—teachers, children, interested patrons, and camp followers—was at Miss Black's school. The day was beautiful. Every cloud had disappeared. Calm reigned supreme. All seemed to feel that this was the winter's farewell and therefore the last chance to have good sleigh rides. So there they were from all over the zone. Mr. Dunkleman went over from Warren and took Miss High and a sleigh full of children for a demonstration in language. Mr. Stellmeyer had come

down with Miss Fox and her school who demonstrated for us along health lines. Mr. Ransom had come up from Marshfield with his usual attendants, and Mr. Goode, from the neighboring district, was up to report on the Farm Bureau proposition which he suggested at the last meeting. The people of the community in which the meeting was held were out in force supplying the usual good dinner which we always have on such occasions.

Miss Fox was the chairman of the Hygiene Committee which made its report in the afternoon.

"You people thought probably that the Hygiene Committee would not be present to make its report to-day on account of the weather," she said by way of introduction. "There is where you are mistaken. There is no conflict between deep snow and good health in the Middle West. The fact is, the two go together. The more it snows, the more healthy we are.

"I feel that our committee is the most fortunate of all of the committees appointed to study the special subjects during the year. We are fortunate because our report came last and also because it happens that this is the month when all of us have been thinking more or less about this subject.

"I am a fanatic on the subject of play. For this reason, when we had our committee meeting to decide upon 'realms of influence,' I seized the subject of 'exercise,' and told the other teachers that for me that was a 'vital interest' and was not 'subject to arbitration.' They were quite agreeable and as a result I have been left to work my own will and succeed or fail according to my deserts.

"Fortunately for me, my children are also lovers of play. By play, I mean to include also, general physical exercise.

"One of the first accomplishments of the year for our school was to secure a good graphophone. This we did by having an entertainment at the school at which we cleared seventy dollars. After we got that machine, we combined music and exercise.

"We secured some records which were for march time. With these we did all of the marches and all of the formal exercises that called for counting of 'one-two' time. Then we got some other records for the folk dances.

"We secured Miss Bancroft's book on Plays and Games, and a few other books besides. From that source we have been able to find all the suggestions for exercise, play, rhythm, and sport that we needed.

" 'To grow physically perfect' has been our goal. At the beginning of our exercise work, each child was carefully examined to see where his shortcomings were. Each one weighed, measured, tested himself by all the standards of which we knew, to find out how he ranked as a physical specimen. There were a number of other things besides exercise that were necessary to correct those limitations. These we have tried to do also. I shall not discuss them since they are to be given by Miss Noel and Miss Walton as a part of their reports.

"To walk, stand, and sit correctly were a part of the standards that we set for ourselves. To exercise wisely; to enjoy our exercise while we were doing it was also one of our standards. If we found that we were not getting as much pleasure as we believed we should out of a game or a formal exercise, we changed it at once.

"I believe you will get more pleasure out of this if I have my children do some of the exercises for you than you

will if I talk longer. I shall therefore have them show you three types of exercise which we take almost daily.

"*Swedish exercises:* The purpose of these is chiefly corrective in nature. In this we try to develop a high standard for form. The ideal which the child has for himself in this determines largely the value he will get out of it. This constitutes only a small part of our exercise. Were

OUT-DOOR GAMES AT THE SCHOOL

this all that we did, I think the children would soon tire of it, for it is too formal.

"*Out-door and in-door games:* These are, probably, the very best single form of exercise for the children. In these, the game is the motive and the exercise is secured naturally and unconsciously. This is best except where corrective work is needed. We try to do most of these games out of doors. Sometimes the weather is too cold for us to play out of doors. When it is, we play inside.

"*Folk dances:* The purposes of these are two. They give physical exercise. They provide rhythm and grace and an appreciation of music.

"We always take great care to see that the exercise is taken under proper conditions. We make certain that we have the house well ventilated when we are playing inside. We make certain that no child gets too warm while taking exercise and then cools suddenly. 'Temperance in play as in other things' is our motto.

"The children will demonstrate each of these types of exercise and then Miss Noel will discuss: 'Food for the Family.'"

There were two features of the demonstrations by those children which impressed me very much, Hilda. One was that those children were of all sizes, as you would of course see in the usual country school. In spite of this, there was fine teamwork. The second thing which struck me was that practically every child in the group served as a leader of some exercise. Miss Fox did nothing but sit back and say: "Myrtle, you may lead this game." "Marie, you may direct the next exercise," and some other little words of guidance; a very good way to educate leaders and followers for a democracy, don't you think? I should say, also, that when these children were preparing to demonstrate these games for us, they were doing a good project. It was a project of the type in which physical skill is the desired goal.

"Friends, you could look at me with my one hundred and forty-nine pounds and know that I am interested in this matter of 'Food for the Family,'" began Miss Noel.

"Food was the first conscious interest that I ever had, and I doubt not but that it will be my last. I have committed but few sins of omission when it comes to eating. My sins have all been sins of commission. I fear, though,

that eating has been too often like that of the scriptural ox, I have eaten when I was hungry and have been indifferent to what I would eat until I became hungry again. I mean to say that I have not given serious, thoughtful consideration to the matter of foods.

"What is true of me, I fear, is true of too many of the world's people.

"Our desire to make money has caused us in recent years to give much consideration to the matter of feeding for hogs and cattle. Several years ago, even, any intelligent farmer could talk to you in accurate and scientific terms about the rations which he was feeding to his cow in order to get the best results in milk and butter. He could tell you exactly the effect upon his hogs, at various ages, of different sorts of foods.

"This was excellent. It was as it should be. The tragedy of life, though, was that his wife at the same time could not discuss with accuracy, equally scientific, the rations which the family were eating and should eat. The farmer knew that his six-weeks-old pigs and his six-months-old hog should have different rations. Too often his wife did not know that her six-months-old baby, her six-year-old child, her sixteen-year-old son, and her sixty-year-old mother should not have the same kind of a ration.

"This is the matter to which we, in our school, have been giving our attention during the last month. We set out to answer a few questions, chiefly, these:

What foods should people of different ages eat?
What foods should they eat at the different meals during the day?
What is the difference in what people should eat in the summer and in the winter?

What quantities should people eat at different ages and while doing different kinds of work?

"In order to make this matter concrete for us, we have devised a series of charts which we keep hanging in our schoolroom. We have watched them grow. Those charts we have named as follows:

One: Baby.
Two: Bill.
Three: Brother Tom.
Four: Dad.
Five: Mother.
Six: Grandmother.

"We have taken up each of these and have found out all that we could as to the kind and quality of food needed. How should it be eaten? When should it be eaten? How much of it should be eaten by each? From these studies, friends, I think that we have been able to revolutionize the eating of our community for the present. I think that these children who have helped to make this study will remember these lessons throughout their lives and pass them on to the next generation. I shall ask six of my pupils to tell you about these six charts."

The children told their stories with so much confidence and ease that it was amusing. To hear a child who is only in the second grade talking about sugars, fats, carbohydrates, proteids, etc., as he would about eggs, meat, butter and milk was too amusing for words. What impressed me was that they seemed to understand those terms which we think of as technical, just as well as they did the terms which we think of as non-technical. It shows, Hilda,

that we do not usually give children credit for as much intelligence as they really have. I sometimes think that it is we adults who are really lacking in intelligence.

Miss Walton spoke next. She said in part:

"I was trained in the old school of pedagogy. Then, we used to memorize everything. Such a discussion as this which we have just had on the subject of foods and their effects upon the body would have been impossible in the school where I studied what we called 'Physiology.'

"In that day, no stress was placed upon what people did. All stress was placed upon what people knew. I recall that in church affairs in those days, the stress was placed upon what people believed, not upon what they did. In later times, we have reversed our methods very much. We seem not to care now what people believe or even what they know. We are interested only in what they do. Well, in health matters at any rate, I am convinced that this is the better plan.

"When I was a youngster, I could name every item of the body from the marrow in the bones up to the nails and the hair. What good it has ever done me, I am not now able to tell. I have not even been able to startle any of my friends by calling off the names of the bones.

"What people do is determined chiefly by habits. Since I became conscious of that fact, I have been devoting myself to creating in children those habits which I think most necessary to good health. The knowledge that these children have just shown about the different foods which the body needs at the different ages is very interesting, indeed. It will never do anyone any good, though, unless it is put into practice in the homes of the people three times every

day. This knowledge must become a sort of second nature to the family in order to be effective.

"In our school, therefore, we have asked ourselves: What habits will be most conducive to good health?

"We have, after careful study, decided that they are:

One: Habits of cleanliness.
Two: Habits of regularity.
Three: Habits of proper eating.
Four: Habits of proper sleeping.
Five: Habits of correct posture.

"In order to form habits, there must be much repetition with attention to the essentials until the habit is fixed. We may know that a practice has become a habit when we are much more comfortable while doing it than we are when we omit it. To do anything in the usual way is usually pleasing and satisfying. To do anything in an unusual way is usually displeasing and annoying.

"Now, in order to get this great amount of desired repetition without its becoming annoying, there needs to be something to take the attention off the thing itself, and to center it on some other secondary interest. That secondary interest is better when it is a game. We have been trying to fix these health habits through games, during the past month especially.

"We are forming our habits by becoming Health Crusaders. There is promotion in the ranks of the Crusaders according to the number of things that the child has done systematically. You are all familiar with the plan. I shall not discuss it. The one point which I do wish to emphasize is that the teacher and the parent must realize that there is no honor in the child's winning a badge. The honor comes

in *forming a correct habit of health* so that it will *never* forsake him.

"Bad habits hurt us and we must avoid them. We must break them up when we find that they have been formed. But we must realize also that there are good habits. These good habits do serve our bodies well and good habits may even save our souls. So, let's form good habits in the lives of our pupils if we would do most for them now and hereafter."

This last little talk was quite a sermon to me. I have heard so much in recent years against memorizing and against doing things in a habitual way, that I had come to have a sort of scorn for habit. But I can see the point that Miss Walton made. I now realize that there is probably some very good reason for the existence of anything that has ever existed. It was the survival of the fittest at some time and for that reason justifies our respectful consideration. One of the habits which we should all have, I presume, is the habit of investigation, of testing out whatever is submitted to us to see what in it is good.

Standing erect, shoulders back, chin up and feeling proud, I am

Faithfully,

Martha

HILDA'S MEDITATIONS

1. The "health and happiness campaign" was for the purpose of ascertaining the health facts, and making the public conscious of them. The purpose of the work about which Misses Fox, Noel and Walton told seems to have been to fix habits of conduct. Which is the more important? Can they be separated? Should they be separated? Ever? When? Why?

2. Are games really a better form of exercise for children than are formal exercises? What are the reasons to be urged for and against this contention? What are the most suitable games for children to play indoors on cold days? What are the most suitable games for the playgrounds? Why are these games suitable?

3. Is music really a help to physical exercise? In what ways is it most helpful? What are some folk games and folk songs that are suitable for school purposes? What books contain these songs and games? Have we any American folk games and folk songs that are suitable for such purposes? How can the teacher be most effective in promoting joyous songs and games?

4. Is it true that a family could know what to eat and yet not have the proper menu? Is the practice of varying the food a matter of habit just as is brushing the teeth or bathing? Does not one's supply of food materials determine the menu more than does habit?

5. Is there any advantage in making posters, which bear the needed information about foods, over having the children read the same information from the books? What advantage comes from having the posters named for different members of the family?

6. Is it true that knowledge of the anatomy of the body is unnecessary for the safeguarding of one's health? When should the habits for safeguarding health be formed? Did Miss Walton center the attention of the school upon the fixing of the most important health habits? What would I add to the list?

7. Are games, races, rewards, etc., legitimate as means by which to fix health habits? Do I know of instances where habits were fixed in this way? Does the custom cease when the game is over? When bad habits are already fixed, what is the best way to break them up and establish correct ones in their place?

What Hilda Read in order to Answer Her Questions:

Games for the Playground, Home, School and Gymnasium—Bancroft.
Teaching the Common Branches—Charters. Chapter XIII.
The Science and the Art of Teaching—La Rue. Chapter V.

CHAPTER XXII

SPELLING AND THE FORMING OF HABITS

April 18

Dear Hilda:

Learning to spell is forming a habit. It is just like learning to write, learning the multiplication table, the forty-five combinations, or to drive a Ford. A certain thing must be done in a certain way. Great attention has to be given to it in the beginning until the way of doing it, the process, is learned. Then it can be largely dismissed. One can do it without thinking. The interesting thing to me about forming a habit is the conditions under which it is formed most easily and most effectively. The more interest a pupil has in what he is learning, the more attention he gives to the details of what he is doing, the nearer he comes to doing it in exactly the right way, and in the same way each time—I say, the more nearly he follows these conditions, the more quickly and effectively the habit is formed.

We have been having our second round of emphasis on spelling. I wrote you last winter of our spelling match which was based on the Gem County historical, social, and agricultural words. The purpose of that match was chiefly for fun and to develop a group consciousness among the people in our zone. It also served to develop an intelligent interest in agriculture. It was the basis for much excellent work along language lines but its most serious purpose was

to develop a group consciousness and a social consciousness among the schools and people of our zone.

The purpose of the recent spelling work has been entirely different. Its sole purpose has been to teach spelling and to form the habit of spelling correctly. I did not know until this month that we do not need to have the habit of spelling correctly very many words. I had always thought of the unabridged dictionary as the real spelling book, all the words of which one should really aspire to be able to spell. When I began to inform myself on the subject, I found that this was far from true. I found that we need to know how to spell automatically—that is without having to think—only those words which we use in writing, and very few people write very many words. A number of investigations have been made which show that, in ordinary correspondence, only about a thousand different words are used. Some words are used a great deal, others are seldom used. Most words are used so seldom by most people that it is a waste of time and energy for them to be taught in the schools. Professor Pryor has made a study of a dozen or more of these lists and has picked out the words which have occurred most often in them. He has put all of these words into a list which he calls "A Minimal Spelling List." It is this list of words which we have been working on during the month which closed yesterday. There are twelve hundred and fifty-three words in the entire list—beginning with words for the second grade and ending with words for the eighth grade.

The month of work closed yesterday with a big Zone Spelling Match held at Marshfield. We have had the match as one of the goals of the month with which to motivate the

work. There have been other motivators, to be sure, but a spelling match in prospect is one of the best things with which to put "pep" into a youngster's work. He thinks that he is getting ready to compete with his fellows in a human contest but the teacher knows all the while that he is fixing a spelling habit which will go with him through life.

The words in the list are arranged according to grades and every child is supposed to be able to spell all the words listed for his grade and the grades below it. As a matter of fact, many of the children learned to spell many of the words in the lists that were three years beyond them. They were not asked to do so but they did it. I have second-grade children who can spell practically all words up through the fifth grade list. It has been amusing to watch the children during the month—they have practically lived with their spelling lists.

I am persuaded that the children have learned more about spelling during the past twenty days, that will really function in their lives, than they have in many times that amount of time, heretofore. You see they have had all of the conditions present and operating that were necessary to the formation of a habit. To begin with, there was great interest in the thing they were doing. Nothing can take the place of interest in the thing that is being made habitual. Then we, the teachers, have done our best to teach the spelling in an effective manner. We have tried to make strong, vivid, initial impressions when the words were new. We have tried to break up old habits of incorrect spelling and form new habits which would be strong and satisfying. The work has been so conducted that the children have had much repetition of each word

but with such variety that there was always attention on the part of the children to the elements involved. We have never permitted an exception to occur in the correct spelling of a word, if it was possible to prevent it. We have emphasized these features so consistently that even children in the second grade can tell you as well as I can just what is necessary to form a good habit in spelling, and probably

THE "GOPHER-KILLING CAMPAIGN"

even better than I have in the preceding discussion of that subject.

Mr. Moore brought with him on his visit this week the county agricultural agent. The agent wanted to present to the people the necessity of and the means for killing the gophers which are about to take the county. "They will get us if we do not get them first," says Mr. Goodman.

After he saw the interest that the people took last month in the "Health and Happiness Campaign," Mr. Moore decided to put on during this month a "Gopher-Killing Campaign" in connection with a series of small spelling matches. So, each night during the week, he and Mr. Goodman held a meeting at a schoolhouse centrally lo-

cated to which came the people from three or more schools. The children came together to have a preliminary match to get in trim for the final match which was held yesterday. The adults came to witness the spelling and hear about the plan to kill the gophers.

The meeting started promptly at eight o'clock with community singing of patriotic and rural songs. Mr. Goodman's talk was brief, businesslike, to the point, and provocative of immediate, sensible and coöperative action. The spelling bee was brief but productive of big enthusiasm for the Marshfield match. Enthusiasm, you know, is a cumulative thing—if it is properly cultivated. Fuel must be added to the flame at appropriate times and in proper amounts. These little matches were just the thing to fan the spark of enthusiasm into a flame for the big meeting held yesterday.

The real event of the year, the one which brought to a close Mr. Moore's supervisory work, as such, came yesterday. It was a fitting conclusion. Every school was present in full force when the written contest between the children in the third, fourth and fifth grades began. Mr. Moore believes in contests in school work. He thinks that individual contests should be a very minor part but that group contests are very wholesome. In group contests, the stronger individual works not so much that he, individually, may win, but that his group may win. Better still, the stronger members of the group are impelled to help, boost, train, discipline the weaker and less self-reliant and less self-controlled members of the group.

In order to accomplish this result, Mr. Moore divided the schools of the zone into two groups. All east of the

railroad constituted the Blues, all west of it were the Whites. Each child appeared at the match with his colors indicated by a band around his left arm. The children entered the written and oral contests, with a spirit of group loyalty, of self-control, of respect for a worthy rival that would have done honor to a well-disciplined army of any nation. They were not wishing for anyone's defeat, they were wishing only for their own victory. They wanted their rivals to do well—very, very well, otherwise they would think their own victory cheap and meaningless.

The contests were over at noon. The averages of the two groups for the written contests differed less than one per cent and the oral contests were, in their way, equally close. This showed that the ability, the interest, and the application of the children in the two groups of schools had been about alike and, judging from my own school, the interest and application must have been very keen.

The noon hour was a delightful one in which people met who, through the *Zone Pacemaker*, had been hearing of each other all of the year. They joked about their defeats and their victories. They talked about how the work had differed this year from the work of previous years. They gathered in little groups to make plans for the future and to express regrets that Mr. Moore is not going to continue in the work next year because he is going back to the University.

The afternoon session was something in the nature of a love feast. Mr. Moore had a number of prominent educators present who brought greetings and good wishes for the schools. Each of the schools had brief farewell programs.

The most touching part of the program was that in which the children, patrons, and teachers expressed to Mr. Moore their appreciation for his service during the year. It was not a very lengthy or wordy ceremony but enough, perhaps, to make it possible for him to know now and remember throughout his life, that he is appreciated and loved by the people with whom he has been associated.

The meeting closed with "glad to have met you" and "come to see us again" and a hundred evidences of a new social outlook, a broadened educational vision, and a finer sense of social solidarity than we have ever had in this end of our county before.

I came home last night feeling that it is a great thing to create in people the correct habits of spelling, writing, and doing arithmetic, but that it is a much bigger thing, if at the same time, we can form correct habits of thinking and feeling about the great fundamental relations with people. After all, that is the big job for us teachers.

In habit-forming mood,

Martha

HILDA'S MEDITATIONS

1. Martha seems determined to impress me with the importance of forming correct habits. Is there any difference in the way correct and incorrect habits are formed? Are the principles the same for the formation of habits of correct spelling, writing, and speaking as for skating, dancing and driving a car? What is the difference? Can I state what the principles are, upon which a habit is consciously formed?

2. What are some of the spelling investigations with which I, as an elementary teacher, should be familiar? What are the principles that determine what words should be learned by the children of the elementary grades?

3. To what extent are spelling matches justifiable? How should they be conducted to be most helpful? What are some of the possible dangers of spelling matches? How may those dangers be avoided?

4. May the principles upon which the spelling match is based be applied to other subjects? To which subjects most easily? To which is it most difficult?

5. Mr. Moore had the county agent talk at the small spelling matches about killing gophers. That seems to me a bit incongruous. To what extent is it feasible to introduce other interests at the time of such a meeting? How would he justify his action in this case?

6. What does a faithful public servant most appreciate from those whom he has served?

What Hilda Read in order to Answer Her Questions:

How to Teach—Strayer and Norsworthy. Chapter IV.
Eighteenth Year Book—Spelling—Horn. Part II. National Society for the Study of Education.
A Guide to the Teaching of Spelling—Pryor and Pittman.
The Teaching of Spelling—Tidyman.

CHAPTER XXIII

MARTHA TELLS OF THE NEWSPAPER—*The Zone Pacemaker*

April 25

Dear Hilda:

Some time ago I promised you that I would write you about our little newspaper—*The Zone Pacemaker*. As I have said before, it is Mr. Moore's belief and contention that if school people expect the general public to support their policies, they must be sure that the public knows what those policies are. For this reason he says that a school newspaper is practically necessary. That is the way that other institutions get their programs for development before the public. Why not the school also? Every factory to-day has a newspaper for its employees. Even the hotels get out little weekly papers telling about the employees and the guests. This makes the cook, the fireman, and the chambermaid feel that they are really in the big game of life when they see their names on the same pages, perhaps, with the name of the president who, perchance, is a guest at the hotel.

So convinced was Mr. Moore of the wisdom of such a plan that he decided at the beginning of the year that the Demonstration Zone should have a paper. One of the first and most important questions that confront anyone who has determined to establish a paper is to find a suitable name for it. The name is supposed to suggest the general purpose and spirit of the paper. We see this idea carried

out by such names as *The Times—The Sun—The Globe—The World—The Courier* and *The Tribune*. Among papers established for children, we have such names as *The Messenger—The Visitor* and *The Children's Herald*.

Mr. Moore said that he had a good deal of difficulty in finding a name which was satisfactory. He did not want to call it by a name which might have been used by a hundred other papers. He wanted it to mean something to this particular group of children. He said that he would like to have had the children themselves name the paper but since the circumstances did not make that possible, he chose a name which he thought would appeal to them. From the title you can see what he hoped it to be—the pacemaker for the zone. As I look back over the work of the year, I can see that it has fulfilled that hope.

Doubtless, Mr. Moore hoped that it would influence the teachers and parents of the zone, but his chief purpose was to influence the children. He has tried to have them feel that it was their paper. While the paper has set up standards for the children, told about the teachers' meetings and published items of interest to the parents, it has always contained a Contributors' Section in which the children themselves told what they were doing or anything else of interest to them.

Every four weeks the paper has appeared. At the top of the page was the title and the subject emphasized for the month and the one to be emphasized for the next month. To the left appeared for whom it was published and to the right a few suggestive questions for the stimulation of the children. The following will give you the idea:

Published every four weeks for the pleasure and benefit of the boys and girls of the Helping-Teacher Demonstration Zone, Gem County.

The Zone Pacemaker

The Reading-Language Number

NOVEMBER 17-22

How fast can you NOW read silently? How fast SHOULD you read? How FULLY do you get the thought? What are your most common errors in speech? GET them THIS month.

The paper has grown larger, more interesting, and more helpful with each succeeding issue. Perhaps I cannot present the plan, the character, and the purpose of it in a better way than to quote the first two paragraphs of the first issue:

How do you do, boys and girls? I am your newspaper. My name is *The Zone Pacemaker*. That is just what I hope to be during this year—a real pacemaker, for every boy and girl in the Demonstration Helping-Teacher Zone. I shall try to tell you each month the interesting things that are being done by the boys and girls in the fifteen schools that form the "Zone," as the territory will be called. Those fifteen schools are located around Warren, in the south end of Gem County. Each of you will know very soon the names of all of the children in all of these schools. I shall publish all of their names and tell to what school they belong. You will probably meet all of them at some meeting before the year ends.

I am wondering if you will be glad to see me each month. I shall tell you how well the boys and girls read, write, spell, speak, and do arithmetic. By means of those Standard Tests which you took this week, you will be able to know how well you can do NOW in each of those subjects. By means of some tests which you will take next May, you will be able to know how much you have grown in each subject during the year. I shall tell you next month how YOUR school compares NOW with all of the other schools and then you can see how hard you will have to work in order to catch up with and keep up with the best. Which school of the fifteen will make the greatest improvement in all of these subjects during the year? That is the game, you see. Which school will have the neatest school building and grounds? Which will have the best school-

room order? Which will have the best community spirit? Which will be happiest and do the most to make others happy? Well, we shall see and I shall tell each month just what everybody is doing and how your friends and rivals are getting on. Mr. Moore is my editor and he will visit you each month and see you work and help you play. He will keep his eyes and ears open and his notebook close at hand when he visits you, and the good things that he sees I shall tell about in the next issue. You must do your best therefore, not just when he is present but ALL the time for he will be able to know when you are natural and when you are not. Hard work and fair play make happy boys and girls every day.

These two paragraphs show the purpose and the ideals which the *Pacemaker* has exemplified throughout the year. Each month it has come with a spirit that was joyous, a message that was encouraging, and an ideal which set a standard for accomplishment. It has presented facts and purposes that were most serious, but it has done so in a manner that was light and understandable by the youngest schoolchild and by the most illiterate parent.

One month it took for its purpose the cultivation of an ideal for schoolroom attractiveness. To do so, it told, in the form of news-stories (written by the children in the various schools), of the new graphophone that one school had, the fine copies of beautifully-framed masterpieces of art that another had, the well-kept outbuildings of another, the excellent adjustable desks of another, the beautiful flag and flagpole of another, the well-selected and well-arranged library of another, the oil stove used for hot lunch of another. So complete was the composite school that was built up by the truthful news-stories that every child, teacher, and patron would naturally say to himself—"Why not have all of these things in OUR school?"

For another month the paper featured classroom practices: the good singing of one school, the orderliness with which children passed to and from recitations, to and from the schoolroom, about their schoolroom duties—the way the reading in one school was done, the high points of the penmanship work of another, and the snappy features of the spelling classes in another. The net result of it all was to make every child want to do all of his work just as well as the best of those described did their work. The ambition of each pupil was for his school to receive recognition.

In a previous letter, I have referred to Mr. Moore's theory of securing improvement by suggestion. I have spoken of him as the "supervisor" but he prefers to be thought of as the "helping-teacher." He says that the psychological effect of the term "supervisor" is bad—that it suggests superiority, authority, criticism, while the psychological effect of the word "helping-teacher" is very different. It suggests equality, appreciation, assistance. All of his work has been done in keeping with this distinction. He never talks about faults, mistakes, failures, but he is constantly praising somebody's strong points, telling of somebody's success and accomplishments. Do you see the distinction and appreciate the difference in the effect upon the children, the teachers, and the people? What he does is just what you used to do, Hilda. I remember if I failed to put salt in the cabbage, you would conceal the fact from the men and save and salve my feelings by talking a blue streak about how good the beans and the bread were. You would say they were seasoned to a queen's taste.

There have been plenty, plenty of faults in the classroom methods and schoolroom situations of these fifteen schools this year but never a word have we heard of it. What we have heard about was the very best and strongest elements of each teacher and each school. Consequently, our daily prayer and yearning has been: "O Lord, let us be as worthy as they. Let us grow beautiful." Do you see that ours has been a religion of optimism, of "striving for the mark of the high calling?" This is far better than a religion of Pharisaical pride or of Puritanical dread and fear.

Not only has the *Pacemaker* told of the things that related to the teachers, children, buildings and ground, but it has told of the social life of the communities. Mr. Moore has visited with the people as he has performed his work. He says that he can build more schoolhouses, vote more taxes, and increase the salaries of more teachers by helping a farmer feed his Shorthorn cattle, or by listening to the story of his special variety of wheat, than he can by making a two-hour speech at the schoolhouse and filling the blackboard seven times with figures of indisputable facts. He also says that he can produce orderly conduct in school on the part of a school board member's son more quickly by using a knife and a fork on the fried chicken and cream cake pridefully prepared by the school board member's wife, than he can by advising the teacher to apply a shillalah to the school board member's prideful son.

In other words, he says, get the confidence of the parent and through him inspire his son to worthy endeavor. Do this by friendly visits in the home. He believes if this is done, the problems of the school will largely disappear, in so far as discipline is concerned.

You will understand how strong must be the friendships that he has formed with these people and how effective must be his influence for better things, when I tell you that Mr. Moore has already eaten a meal or spent the night with more than half of all the families in the zone. His visits did not end with the visits themselves. The next issue of the *Pacemaker* gave fitting mention of them and in such a way that the families visited were pleased and other families were inspired to similar generous hospitality. This has raised the social tone of our section of the county. It has made the entertainment of guests a privilege that is sought rather than a chore that must be endured, or a business proposition by which entertainment is bought and sold.

The *Pacemaker* has been as effective in stimulating group social action as it has been in stimulating private hospitality. It has done this by describing the various affairs of an educational and social nature held in each community and by pointing out the good features of them in an interesting, chatty fashion.

The whole world is more or less vain, I believe. We all like to be appreciated for the things we do which are worth while. Country people are no exception to the rule. They are human and have the instincts common to the rest of mortals. I believe that one of the reasons why so many young people go to town is that they feel that in the town is a larger opportunity to be appreciated. What they do that is worth while will be told about in the paper. Don't you see, therefore, that if we had enough papers of the *Pacemaker* sort to cover the rural districts and tell of the big things which the rural people do, it would probably satisfy their instinctive craving for recognition and appreciation

on the part of others, and cause them to do their big work where they are, instead of leading them off to town to seek and find their fame.

It has been interesting to see how the children and even the adults of the communities await—anxiously, even impatiently, sometimes—the coming of the *Pacemaker*. It is written especially for the children, but as a matter of fact, everybody—young and old—reads it. Nearly all of these people in this section of the county, Hilda, are Swedes and Germans. Most of them are foreign born and they speak English brokenly and read it with difficulty. In spite of that, as Miss Fish told me last week, they all read EVERY WORD of the *Pacemaker*. They read more English when they read it each month than they do in all of their other reading put together. So you see that in addition to the purposes that the paper was designed to accomplish, it is also doing a real service in the Americanization of our foreign born. If I am any judge, it is Americanizing some of the old-line Americans also. I think I can see a vast change in the attitude of John Brown and Sam Jones since they have been reading it for a few months. You see, Hilda, there is a great danger that we who have never known anything else but America will not be able to appreciate it and our duty to it as fully as do those who have known other and less lovely lands.

This little paper has rendered various services. The principal one for which it was created, I have not discussed—that is, to improve the quality of the regular school work of the children.

In the two paragraphs quoted in the beginning of this letter, that purpose was evident. That purpose has also

been evident in every issue of the paper. While other phases have been given a place, the central theme was always the regular work of the school.

The children were informed in the second issue of the year of the exact standing of every child in thirteen school functions as determined by the Standard Tests. The standards which the children should attain by the end of the year were also given. So clear was this made to the children that every child in the zone has known all of the year just how much he must advance in each function in order to be up to the standard. It has been very amusing to hear a little third-grade child talk about how far he was below the median of his class, how much he had to improve in speed or quality in order to be up to the standard for his grade, or how much he would have to improve in order to be up to where the best in his group was at the time of the last test.

This emphasis of the school work was a feature of the paper which I questioned very much at the beginning of the year, as a source of genuine news interest to the children. I thought that the teachers and a few of the parents might be interested in it but I doubted that the children would be. The year has proved that my doubts were not well founded, for the children have been interested most of all in the school work itself. Social items have been read with interest by them, but the data about the class work and subject rating of the children in the schools have literally been studied. Many of these children can tell you not only their own rating in the different subjects, but also that of a number of their grade group.

I am now convinced that the little paper is one of the most effective agencies of supervision that Mr. Moore is

using. It is doing what neither he nor the teachers could do. It is getting the details of the school work before the children and their parents in a way that is having real effect. These papers are sometimes read half a dozen times in one family. The statements made in them are discussed and even disputed sometimes. In this way, much more is done by way of taking the children and their parents into partnership with the teachers and the helping-teacher for the accomplishment of the things which they are trying to do, than could be done, possibly, in any other way.

Not only has the *Pacemaker* aided by its own direct influence but it has stimulated other newspapers for the individual schools. Practically every school of the zone has its own newspaper. The school papers are the inspiration for much effort in written expression. Copies of all of the papers were sent to the *Pacemaker* where the items of general interest were collected and published for the benefit of the entire zone.

I wish I had time to tell you of the humorous supplement of the *Pacemaker*, but I have written too much already. It was humorous in form but serious in purpose and intended for the help of the boys and girls and men and women of the Demonstration Zone.

Mr. Moore says that a supervisor should be a helping-teacher, a pacemaker in school work and community endeavor, but I say, and I can get plenty of backing, that a supervisor should be a JOY MAKER. If the supervisor can be a real joy maker, there is no questioning his ability to earn his salary. If he can make the children really happy, if he can give the teachers a joyous outlook on life, if he can cause old, settled, serious men and women to get an op-

timistic view of things current and things yet to be, he will certainly be producing the world's most needed lubricant for its human machines of labor. There is no doubting the possibility of measuring the results of his work by the products of human action.

I have a new resolution for life, Hilda, and that is that I also shall be a JOY MAKER. It may be for a small area, but I shall do my best to make that little spot particularly joyous. Yes, I'll help the other fellow to see the better side.

Joyously,

Martha

HILDA'S MEDITATIONS

1. A newspaper for the country schools! That is unusual. Why have we not done that before? Do we not all enjoy seeing our own names in print? How strong is the instinct of desiring the approval of others?

2. Mr. Moore seems to have been chiefly concerned in appealing to and interesting the children. Is this the usual practice in the supervision of schools? What would be the difference in the effect of supervision under this plan from that in which all of the appeal is made to and responsibility placed upon the teachers?

3. "What's in a name?" says Shakespeare. Here comes Mr. Moore saying that "supervisor" suggests autocracy while "helping-teacher" suggests democracy. If a name is of importance in a school paper, is it important in a school officer?

4. What is the difference in the effect upon the schools of condemning the bad and of praising the good? How may the bad be eliminated? Should teachers, children, and parents become conscious of the limitations of the schools? Why not attack them directly? What are "pharisaical pride" and "puritanical dread and fear" in the school work? Do I know of any illustrations of these?

5. Mr. Moore seems to think that the friendly visit in the homes of the people is one of the best agencies of supervision. Is it true that people are influenced more by their feelings than they are by "cold facts"? Is the cultivation of hospitality a worthy educational aim?

6. Martha thinks that the little newspaper has been an agency for Americanization. It did not state that as one of its purposes. It contained no articles dealing with that subject. How, then, does she draw such a conclusion?

7. I always thought that the details of a survey were to be kept secret so that no one's feelings might be wounded and no child or teacher disgraced. Here Mr. Moore publishes the grade of every child and the standing of every school. What would be the effect of such an act? Would the attitude of the public depend upon the showing of the facts or upon the purpose to which they were put?

8. Is it true that the dry facts of the regular school work can be made the items of greatest news interest to children?

9. What should be the services of a supervisor or helping-teacher to a community? Could I list them? Which are the primary services? The secondary? What are the qualities that would add most to the effectiveness of such an official?

What Hilda Read in order to Answer Her Questions:

A Brief Course in The Teaching Process—Strayer. Chapter II.
The Supervision of Instruction—Nutt. Chapter II.
Country Life and the Country School—Carney. Chapter XII.
Our Public Schools—Corson. Chapters XIX, XX.

CHAPTER XXIV

WHAT IS SUPERVISION WORTH?

May 21

Dear Hilda:

For the first time since I have been teaching, I am able to know definitely just what I have succeeded in doing with my children in certain school subjects. I also know how my work compares in those particulars with the work of other teachers with whom I am acquainted and who are working under similar conditions. Why haven't we been able to know this before? We have been teaching as the farmers have been farming—on a guessing basis.

The war was productive of many scientific benefits. We found out about our health, about our education, about our population of foreign extraction, and about many other things from which we should be and are profiting. But no one class profited more, I think, from the war-enforced legislation and investigation than did the farmers. In my judgment, the most distinct benefit that the war rendered them was the legislation which made it necessary to keep books in order that they might see where they started in with their business, and where they came out with it, and how much profit or loss they had.

We teachers need to have some law passed to force us to do the same thing in connection with our work. Say, wouldn't it be a fine reform in education if we were paid for it by the work accomplished instead of by the time we devoted to

it? If we were paid a certain sum of money, not for so many hours or days of work, but for a definite result per child in arithmetic, reading, language, penmanship, and spelling, I believe we would see a new interest on the part of teachers in better methods of teaching and in pupil progress. We would not be averse to learning a new method if it made it possible to earn more money thereby. We can earn more now by a new and better method, but since it is not measured, we are content to take what our contract calls for, and to be indifferent as to whether or not we have earned it.

Too many of us are teaching to-day for the salary and are hoping, incidentally, that educational results will follow. From what I have learned from the study of the last issue of the *Pacemaker*, I believe we shall some day be as nearly able to forecast what a teacher should be able to do in a year as we can forecast to-day what a worker in any union factory should be able to do in eight hours. If such proves to be the case, I believe the results will be better for the teachers and certainly for the paying public. As it has been in the past, the teachers have been "hitting in the dark," and the public has been "buying a pig in a poke."

At first thought, it may seem a rather low basis in education for a teacher to give certain specified results for a certain cash consideration. But actually that would be far more fair to the payer and also to the payee than it is to-day. Now we have a known reward for an unknown service. We should have a definite reward for a definite service. It would make the public more fair and the teaching profession intellectually more honest. As it now is, the

conscientious and efficient teachers are paid far less than they deserve and the ideal-less and inefficient teachers get far more than they are worth.

There needs to be some definite and accurate method of showing to which class a teacher belongs. This should be done in some way so that the teacher herself can see it and so that the employing public may know it. I am convinced that there will soon be a method devised that can be applied with absolute freedom from the personal bias of anybody.

Supervision, as I understand it, has in some places consisted, in the rather recent past, largely in standing a teacher alongside a score card and scoring her as the farmers do a beef cow; but these scores have all been personal opinion, not real measurement. It seems to me that the only way to measure a teacher is to measure the results of the teacher's work. Until we can do that, the value of a teacher is merely a matter of opinion.

The public has been trying to find a way of rating teachers for a long time. It now uses the certificate scheme almost entirely. While that is far better than nothing, it is notorious for its failure. What the public is really interested in is not whether the teacher holds a first, second or third grade certificate; whether the teacher is a graduate of the eighth grade, the high school, the normal school, or the college; whether the teacher has an A.B., an A.M., or a Ph.D. degree. What the public is really interested in is what the teacher can do in the teaching of children. The public is interested in certification, graduation, and degrees only because it believes that on the one hand, there is a close relation, a high degree of correlation between the

quality of the certificate, the type of a school from which the teacher has graduated, the kind of degree that the teacher holds, and on the other, the character of the teaching which the teacher will do.

Taken on the average, those are, no doubt, wise means by which to forecast results and on which to base salaries and salary schedules. I am convinced, though, that there might be a better way if we but had the knowledge of how to arrange it. Soon someone will solve the problem by inventing some tests and scales by which to measure a teacher with just as much precision as we can to-day measure the value of a hog or a cow, a carload of wheat or a ton of coal.

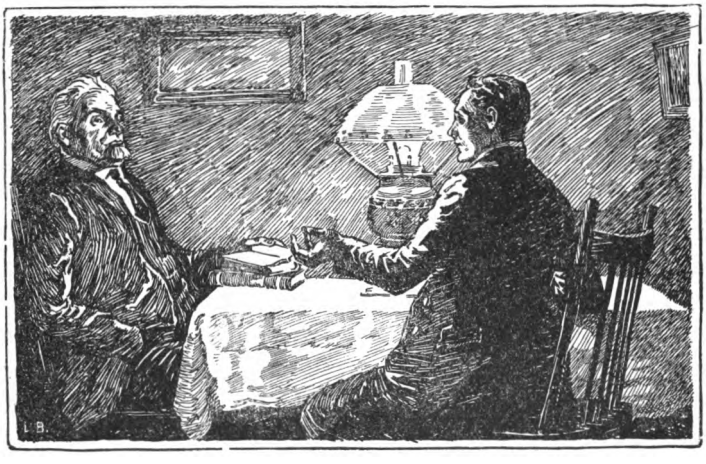
Speaking of this matter of measurement in this definite way reminds me of a conversation which I heard recently between Mr. Worthy and Mr. Moore on the subject of breeds of hogs and intelligence of children. Mr. Moore was spending the night at the Worthy home and as usual the after-supper hours were spent in rather animated conversation. The subject of hogs was the beginning topic and the conversation ran about as follows:

"I notice, Mr. Worthy, that you have the Poland China hogs; just why do you prefer them?" said Mr. Moore.

"Well, Mr. Moore," said Mr. Worthy, "it's like this. You must pick your breed of hogs according to the purpose you want them to serve. In the old days, when people had little to feed hogs, when there were lots of acorns and other wild food on the range, there was no hog so good as the wild hog. He would take care of himself. Time counted for little with him or with those who killed him. There was no market for meat in those days. So, people just waited until

the hogs were grown and fat, and killed them then according to their own family needs.

"When the people and markets became more plentiful, range more limited, time more valuable, the wild hog, or the razorback, became unsuited. It takes four years for him to get grown. Close attention and good feed will



MR. MOORE AND MR. WORTHY DISCUSS HOGS AND CHILDREN

make little difference. He never will become very large or very fat. *He is too expensive for civilization.* They are so expensive, in fact, that I think they should not be allowed to exist. We should have laws making it a crime to raise them.

"Now, I have a neighbor, Mr. Gould, who makes a specialty of growing breakfast bacon for the company which specialized on the Peanut Breakfast Bacon. He raises the Hampshire hog for that purpose. He thinks it makes the

best bacon. It has long legs, thin body and is a good rustler. It matures at about the age of fifteen months.

"My purpose is entirely different. My purpose is to produce fat and do it as quickly and cheaply as possible. The younger a hog is that will weigh three hundred pounds, the greater the profit in fat-production. I can get my Poland Chinas to reach three hundred by the time they are seven months of age. The Poland China is a hog that will respond to care and treatment. He will take a college education, I suppose you might say. Some hogs will not take a college education, it makes no difference how expert the teacher or how remarkable the course of study.

"I would be willing to make a rule of this kind for hog raising. I would say that a hog that weighs 200 pounds at eight months of age is a good average hog—such as the Hampshires, we'll say. If a hog will weigh 300 by the time he is that age, he is fifty per cent above the average. That is, taking 200 as the base or the denominator of our fraction, such a hog would rate at 150%. Now, if we take hogs below 200 pounds, their value decreases very rapidly. A hog that weighs 150 at eight months is just a 75% hog and one that weighs only 100 pounds is only a 50% hog. I do not believe there should be any such hogs. These are the fellows against which I want to legislate. This is the razorback class."

"Your explanation is very interesting and it appears sound," said Mr. Moore. "I am sure also that you can see the relation between the hog business and the school business."

"Yes, the wonder to me is that you school folks have not been as keen as we farmers have," rejoined Mr. Worthy.

"You seem to have thought you couldn't learn anything from a hog-raiser. I have often wondered why you school folks have not been able to distinguish between your different kinds of children just as we farmers have between the different breeds of hogs. Why can't you folks find out the different kinds of brains and what they are good for just as we farmers have discovered the different kinds of hogs and what they are good for?"

"Now that you speak of it, Mr. Worthy, I may tell you that that is just what we are beginning to be able to do. We had to watch you farmers, who were working along scientific lines, for a very long time before we were able to do it. But through the work of a number of men, especially through the work of three, we are able to do just the thing about which you talk.

"A number of years ago there was a man in France who went to work on this problem. His name was Binet. He devised certain tests whereby he was able to measure how capable a person was, that is, how much intelligence he had. This was not a test of how much one knew but it was rather a test of how much he was capable of knowing. Some years after that, another man out in California by the name of Terman improved those tests so that it has become a relatively easy matter to tell how intelligent a child is. The amount of intelligence or ability that a child has is expressed by a term which they call his Intelligence Quotient. These Intelligence Quotients range from zero, which would represent a perfect idiot, up to about 150, which would represent a real genius. The average person ranges about 100. As the intelligence runs below 100, the power of a child to learn becomes less, and as it

runs above 100, everything else being equal, it becomes more."

"Yes, yes, I see that, Mr. Moore," interrupted Mr. Worthy. "I can see from that scheme you would be able to tell whether a child's mind belongs to the razorback, the Hampshire, or the Poland China class."

"Exactly, Mr. Worthy. That is just the point. If we know the real ability of a child, it we know the amount of intelligence of a child, we know what to expect of him and something of how to deal with him."

"Yes, yes, Mr. Moore, of course you do, but let me interrupt you long enough to ask if you can see any relation between the different kinds of brains; I mean the intelligence which children have and that which their parents have."

"To be sure we can, Mr. Worthy" replied Mr. Moore. "There is a very striking and direct relation. The children of very intelligent parents are nearly always intelligent and the children of very unintelligent parents, are nearly always very unintelligent."

"Is there any place down at the end of the line where you would be willing to apply the same rule to the unintelligent people that I would apply to the unprofitable razorback?" asked Mr. Worthy.

"That is one of the most important questions before society now, Mr. Worthy. *We must decide at what point in intelligence it becomes a crime for people to reproduce their kind.* You have said that a razorback hog is too expensive for civilization. It takes him too long to get grown. When he is grown, he is not very large and cannot be made to take on much fat. Good food and good society

will not change him. That is exactly the situation with a very unintelligent person. If he has an Intelligence Quotient less than 80, he will never grow very large mentally, and much education and good society will never be able to change him greatly. The question is: '*Is he too expensive for civilization?*'

"The average person is like your Hampshire hog. He is a good rustler. There is nothing flashy about him. He is made up of a streak of fat and a streak of lean. By hard work and sufficient years he will finally mature. He will never do anything startling, but he is good and reliable and will do the bulk of the work of the world.

"There are, though, some few people, like your Poland China hogs, who have great possibilities. If given the right sort of attention they will reach great heights even while very young. If they are constantly kept provided with the right mental food they will become very great indeed when they are fully grown. The purpose of these tests, you see, is to locate each of these types so that we may know how and when to supply the mental food and what to expect as a result.

"The third man who has aided us in knowing how to deal with these people is a young man of Iowa by the name of Franzen. He has worked out some plans so that we may be able to tell when each person is doing his best. You know what to expect of a razorback, a Hampshire, and a Poland China at each period of his life in the way of weight. From Mr. Franzen's work we are able to know what a child with an intelligence of 80, 100, 120 or 150 is able to accomplish in a given period of time. This means that if we should have children in our schools of these different

abilities (and there are such in every school), we would not grade them all according to the same standard but each one according to his own ability, his own power to do. Each one, then, would be ranked, according to *his* effort in proportion to *his* ability and *not* according to what he did in comparison with the weakest or the strongest in his class."

"Well, well, Mr. Moore, that looks to me like sense. I did not know that you school folks were working on anything like that. I always thought that you were trying to have every child do just what every other child does without reference to his ability. It always looked to me as if that sort of plan would bore the bright ones and discourage the dull ones. I can see, though, that such a plan as you have described, would not bore or discourage anyone but would make everyone work with all his might to keep up to his own standard."

"Your statement is exactly the ideal toward which Mr. Franzen has been striving, Mr. Worthy. There is no doubt but that we have in our school work often made children bad by not giving them enough work to interest them. According to Mr. Franzen's plan of work, if we know what a child's ability, or Intelligence Quotient is, we are able to tell what his achievement, or his Accomplishment Quotient should be. If his ability is great, his achievement should be great; if his ability is less, his achievement should be less in proportion."

That conversation, Hilda, was a revelation to me, somewhat about hogs but especially about measurement. What will they measure next? I was extremely dubious about the whole matter of measurement last fall, but I am now ready to believe that anything that exists can be

measured. When we can measure the intelligence of children and foretell what should be their achievement in the various school subjects in proportion to that intelligence, I say when we can do that, I am prepared to believe you can measure *anything*.

Possibly you think I am insane—that too much thinking hath made me mad. I think I can show you that I am not, though, by showing you what Mr. Moore has been worth this year in actual dollars and cents. I shall submit only the facts that have been measured, though he has perhaps done more good things which are not measured than he has which have been measured.

To make the matter perfectly simple and clear, I shall take as an illustration the work of the fourth grade, only. Every child was tested on reading, language, spelling, arithmetic and penmanship. Thirteen different elements of these five subjects were tested and a grade given for each element. I shall give you the score for the middle child in the fourth grade for our zone for both September and May, so that you can see just how much that child improved during the year. Those that were above him improved more, of whom there were one half, and those below him improved less, of whom there were also one half. He was the middle one with an equal number on either side of him. Do you understand?

SCORES FOR THE MIDDLE CHILD IN THE FOURTH GRADE IN THE DEMONSTRATION ZONE

	Sept.	May	Difference
1. Number of words read per minute.....	86.2	160	73.8
2. Number of questions answered in five minutes.....	18.8	36	17.2

	Sept.	May	Difference
3. Degree of understanding (%)	76.3%	70%	-6.3%
4. Number of questions answered correctly in 20 Minute Scale A	7.8	12.7	4.9
5. Percentage of fifty words correctly spelled	22.5	50	27.5
6. Quality of Composition measured on the Hillegas Scale	1.1	1.9	.8
7. Speed in Penmanship—Number of letters per minute	52.5	72	19.5
8. Quality in writing (Ayres Scale)	36.8	31	-5.8
9. Number of examples correctly added	13.7	33	19.3
10. Number of examples correctly subtracted	4.5	17	12.5
11. Number of examples correctly multiplied	3.2	22	18.8
12. Number of examples correctly divided	5	14	9
13. Number of examples in fractions correctly solved	0	3	3

The above table shows the amount of improvement made by the middle child of the fourth-grade group. This means about the same as the average improvement of the group which was composed of all the fourth-grade children in the fifteen schools with which Mr. Moore has been working. When you look at the amount of improvement—which is marked "Difference," you may conclude at once that the work of Mr. Moore, or of supervision, is profitable, and that it pays to have it. While your conclusions may be correct you would not have the proof of it in the foregoing statement of facts. Two questions must be answered satisfactorily before we know this. They are:

1. Do all of the grades throughout the schools of the zone show the same degree of improvement?

2. Do the children in this zone show greater improvement during the same period of time than do equally capable children in other schools that are similarly situated,

with the one exception that they have not had a helping-teacher?

If these two questions can be answered in the affirmative and if the degree of difference between the improvement of the two groups of children is great enough, then we can say that it does pay to have such a supervisory official at work with our rural schools.

Fortunately, I can answer at once the first question in the affirmative. Every grade, beginning with the third and extending through the eighth, shows such phenomenal gain. I could submit the figures to prove it but it would make my letter too long.

Now, as to the second question, you will be interested to know that Mr. Moore had some such question in mind from the beginning. He knew that he could not visit all the rural schools of America and do this sort of service for them by himself. He believes, though, that there should be somebody doing for every rural school and for every rural teacher what he has been trying to do with these fifteen schools in this Demonstration Zone. So, in order that he might be able to have some means of comparison to test the value of his work and, if it proved of sufficient benefit, to be able to convince others of the value of the service, he devised a method of obtaining the facts to submit to a practical, yea, even a *skeptical* world. He did this by testing a group of other schools in the north end of this county that were as nearly like ours as it was possible to find. He tested them at the same time that he tested ours in October. He did the same in May. He did not tell them that he had tested us, nor did he tell us that he had tested the other schools. We knew nothing about it until this

week when we received our last issue of the *Pacemaker*.

The children in those schools belong to the same nationalities that ours do—Germans, Scandinavians and English. The farmers are of about the same wealth. The only difference that Mr. Moore could find was that the teachers in that group have had a little more training and experience than we have had. Their school terms are slightly longer. The differences, though, are so slight that it would probably make little difference in their favor. There is one conclusion however, which seems fairly well justified and that is that their schools have been better in the past than have ours. This is shown by the fact that their children did uniformly better in the September tests than did ours.

The real value of Mr. Moore's work rests not upon where either group were, or are, but rather upon the amount of improvement that is shown during the year. In order to see this, we must see how much improvement was made by the middle child of the fourth grade in the group of schools with which ours is compared. I give it below:

SCORES OF THE MIDDLE CHILD IN THE FOURTH GRADE IN THE OTHER GROUP

	Sept.	May	Difference
1. Number of words read per minute	112.5	165	52.5
2. Number of questions answered in 5 minutes.....	21.6	34.8	13.2
3. Degree of understanding (%).....	79.5%	62.5%	-17%
4. Number of questions answered correctly in 20 Minute Scale A.....	7.9	10.7	2.8
5. Percentage of 50 words correctly spelled.....	31.2	37.5	6.3

	Sept.	May	Difference
6. Quality of Composition measured on the Hillegas Scale	1.1	1.9	.8
7. Speed in Penmanship—Number of letters per minute	54.1	68.3	14.2
8. Quality in writing (Ayres Scale)	35.6	27.7	-7.9
9. Number of examples correctly added	15.8	23.5	7.7
10. Number of examples correctly subtracted	6.9	8.6	1.7
11. Number of examples correctly multiplied	3	13	10
12. Number of examples correctly divided.	2.7	8.8	6.1
13. Number of examples in fractions correctly solved	0	.8	.8

Now in order that you may see how much more our group improved during the year than did the other group, let us subtract the amount that they improved from the amount that ours improved and the difference will tell the story. Here it is:

	Ours	Others	Difference
1. Reading, number of words per minute	73.8	52.5	21.3
2. Number of questions, answered in 5 min.	17.2	13.2	4
3. Degree of understanding	-6.3	-17	10.7
4. Number of questions, answered correctly.	4.9	2.8	2.1
5. Percentage of words spelled correctly	27.5	6.3	21.2
6. Quality of composition (Hillegas Scale)	.8	.8	0
7. Speed in Penmanship	19.5	14.2	5.3
8. Quality in Penmanship (Ayres Scale)	-5.8	-7.9	2.1
9. Number of examples correctly added	19.3	7.7	11.6
10. Number of examples correctly subtracted	12.5	1.7	10.8
11. Number of examples correctly multiplied	18.8	10	8.8
12. Number of examples correctly divided	9	6.1	2.9
13. Number of examples correctly done in fractions	3	.8	2.2

You can see from the above difference in the amounts of improvement that our group improved during the year nearly twice as much as did the children in the other group. Based upon these facts alone, we can say that the visits and help of Mr. Moore have practically doubled the amount of measurable results of the teachers' work during the year. I am sure that every teacher in the group and every parent in the communities will say that he has more than doubled the school pleasures of all who have been related to the schools.

Now, to come right down to figures and make this concrete, let us see what is the value of this work in dollars and cents. Mr. Moore devoted one week out of every four to his visits to these fifteen schools. He doubled their efficiency by actual reliable measurement. The fifteen teachers receive, on an average, one hundred dollars per month or a monthly total of fifteen hundred for the entire group. If their work was worth this amount without supervision (that was what the school boards agreed to pay before they ever heard of Mr. Moore), it was worth twice this with the help which they received, for I have just shown that they did twice as much with the supervision as they would have done without it. Then the help which Mr. Moore gave was also worth fifteen hundred dollars per month. But that is not all of the story.

Mr. Moore says that one supervisor, working under his plan, can supervise or help forty-five teachers per month just as he has helped us. That would mean that the service of the supervisor, when measured on the basis that I have used, would be worth forty-five hundred dollars per month, or $40,500 per school year, to the schools. Have I proved

my point? I think I have; I believe anyone can see it. If this is true, and I was never more convinced of anything in my life, isn't it an unwise business proposition to have teachers working without intelligent and scientific help?

Since these facts and figures that I have quoted became public this week, the teachers, the school board members, and the patrons of the zone have held a meeting and decided to go before the county commissioners and show them the facts and demand for next year a regular, full-time helping-teacher for every forty-five teachers employed in the country schools of Gem County. I am one of a committee of three to present the proposition to the commissioners to-morrow.

I have written you at such length for two reasons: first, because I am so enthusiastic about it all and I wanted you to know the results of our work for the year; and second, because I wanted to get my facts in hand and argument in mind, so that to-morrow I can do the subject justice.

In "fact and figure humor," I am

As ever,

Martha

HILDA'S MEDITATIONS

1. Are people of very low intelligence "too expensive for civilization"? That is putting it in a new way. Is this plan of locating such people a practical plan? Is the public ready for the honest application of such a plan? Are we teachers wise enough and discreet enough to apply it in the public schools? Does our present organization of school work lend itself readily to the application of the Intelligence and Accomplishment Quotients? Why?

2. Figures always did give me a headache, but those figures read somewhat like a novel. Do those figures lie? They sound too

good to be true. We have long since believed that supervision pays, but this is the first time I have seen it proved by mathematics.

3. Granting, for the moment, that supervision does pay, may I ask under what conditions does it pay? What must be the personal qualities of the supervisor? How many teachers may there be? How few? What must be the travel conditions? How often must supervisors visit the schools? How often must group meetings of the teachers be held? How many teachers should be in one of the zones for the most effective work? What must be the supervisor's professional equipment?

4. Would supervision be profitable only where untrained teachers were employed? Might trained teachers profit more from supervision than untrained teachers? Would a supervisor be more helpful where the course of study is rigid or where much liberty is allowed in the selection of subject matter?

5. Martha seems to think that teachers should work by the job. What of the soundness of that contention? What has been the reaction of the business world—both labor and management—to that principle? Does it produce a higher type of intelligent effort?

6. Martha is becoming more revolutionary as the year advances. She is now about ready to advocate changing the standard upon which the employment and salaries of teachers are generally based—certificates and degrees. Is that sane? Would it be sane if we could really measure the results of teaching in some unbiased, impersonal and accurate manner? What are the deficiencies of the present system?

7. If it is true (from the facts submitted, it certainly seems to be) that supervision doubles the purchasing power of every dollar that those farmers in Gem County invested in education, then what is the duty of the school officials of the counties of America? What have business enterprises found out about the value of supervision? Is the public school a business enterprise?

8. What is the difference between administration and supervision? Should the supervisor undertake to attend to the administrative phases of the schools? Why?

What Hilda Read in order to Answer Her Questions:

The Value of School Supervision—M. S. Pittman. Chapters I, IX.
State and County Educational Reorganization—Cubberley. Chapters XII, XIV.
Educational Administration and Supervision for 1920—Dunn.

CHAPTER XXV

THE POSITION SEEKS THE MAN

May 22

My dear Hilda:

It was so easy it made me dizzy. The commissioners said that what we presented was just what they had long wanted to hear, see, know. They had long wanted to do just what we asked them to do, but did not have data of

MARTHA PRESENTS HER FIGURES TO THE COMMISSIONERS

sufficient reliability to justify such action. They are the business managers for the county, they said, and that whenever they appropriate money they must be able to show that it is in answer to a real demand of the people.

It must be spent in such a way that they can, with facts, answer any critic who may swoop down upon them.

When I presented my figures, it was delightful to see them melt. Mr. Joe Shuggarmann from the fifth ward was the first to speak out: "Sure! Sure! Gentlemen, haven't I been telling you that for the past five years?" "I don't think anybody could question its benefit after those figures," answered Ole Hanson, the member from Ward No. 2.

They asked a few questions, chiefly about the demands of "the people" and then voted for the measure as we asked for it. They have authorized the employment by the county superintendent of four helping-teachers. We have one hundred and thirty teachers in one-, two-, and three-room schools. This will make it possible to have one helper for a little more than thirty teachers. Now just watch us hum!

The salary of the helping-teacher is to be not less than two thousand dollars and necessary expenses will be provided up to five hundred dollars per year for each. The salary may be as much as three thousand dollars after one year of satisfactory service. This means, you can see, that Gem County is going into the school business. The commissioners say that it is not what a thing costs but rather what it is worth that counts. They say they are not interested in sentiment or in politics, as such, but in educational results, and for that reason they fix but two conditions under which we may have the helping-teachers:

First: The supervisors must be efficient.

Second: The results must be such as hard-headed business men can see and understand.

Right here, Hilda, I must stop and do some sermonizing. It goes back to a statement that I have made before, viz.,

that if we school folks don't get what we need, it is because we have not used good horse sense, good psychology, and the agencies that are at our hands. We sometimes get ourselves into such a mood that we believe the parents of our children do not care what happens to them, whether they learn or not. That is not true. They do care. They care a great deal. We think that they are primarily interested in cows and hogs, in crops and money, but they are not. They are really interested in their children. That is the reason they work so hard on other things. They are trying to provide the means with which to help their children. In their effort to provide, they get shunted into other channels. They sometimes become so much interested in the means, that they forget the real end for which they are striving. It is our task to help them keep their vision clear and their efforts wisely directed.

There are other reasons for their apparent lack of interest. They are afraid of criticism. They are afraid that if they say very much or do very much in a public way, their neighbors may criticize, may say that they are trying to "run things," that they "think themselves very smart," or that they are trying to "get on the good side of the teacher."

We teachers do not fully realize what bitter, insignificant things sometimes prevent even very excellent people from doing fine work as members of a community group. A man's chickens get into his neighbor's garden. He and his neighbor have words, and for years after refuse to coöperate in the task of making a better school—the hope of the future possibilities of their children. One member of a local school board owns a dog which is suspected of having

killed a sheep belonging to another member. Ill-will is generated and educational and social progress in the community are made impossible until old age or an accident removes the dog or until the attention of the school directors is fixed upon bigger and better things.

We school people must do that *fixing*. It is our opportunity. It is our responsibility. We are paid to do the greatest work in the world—help little boys and girls to grow into the best possible men and women. We must not let small things, such as interest in hogs or petty personal neighborhood differences, get in the way of our great work. We must have vision enough to see how to get around the obstructions, or find a way to remove them.

We must believe more strongly in the bigness of our work and in the inherent bigness of the people with whom we work. We must magnify the one and cultivate the other. This we do not always do. The fact is, I fear, that we do quite the other thing.

See how we teachers have been complaining of the tight-fistedness of the county commissioners. They were not interested in schools, we have been saying, and a lot of other things of that nature. Now, see what has happened. The very first time that we put a big proposition up to them they came across in such magnificent fashion that it took our breath.

The trouble with us teachers is that we think in too small sums and for too limited units. These county commissioners are all successful business men. Some of them, individually, paid as much for income tax, alone, last year, as we asked for to-day to finance the whole educational supervisory program for the county. This has opened my

eyes. Hereafter when I come to deal with business men, my one fear will be that I will make my figure so small that they will think my proposition of no importance. I have understood that an insurance man always talks to his prospect, of a policy that is three times as large as he thinks he can take—the prospect feels flattered thereby and takes a small one with apologies. We must use the same psychology in educational affairs—yes, once more, our old friend of getting results by suggestion.

So, Hilda, Gem County is out in search of four supermen or superwomen to fill the positions of helping-teachers. If you see any walking around, please ship them to us, C. O. D., subject to our approval. These are the specifications:

1. He (or she) must have an abiding faith in humanity. He must believe that there is a giant in every human being and that what is needed is someone to awaken the giant and make him conscious of his great power.

2. He must have a real love for country folks and must know that plain clothes, incorrect speech, and even crude social forms are no proof of lack of worth or the absence of power to make quick adjustments.

3. He must believe in the future—the future of education, the future of his teachers, the future of his boys and girls, the future of the communities with which he works. He must look backward just enough to get inspiration and information with which to make the future great.

4. He must have a physique that is rugged and capable of great endurance.

5. He must have a dauntless will that will drive him through frigid weather, blinding snow storms and shifting

snow banks, gumbo mud, public educational indifference, and the discouragements which come from contact with a few purposeless, unprofessional teachers.

6. He must have a personality that radiates joy and sunshine and at the same time commands respect.

7. He must have a scientific understanding of education so that he can intelligently lead his teachers and his public. He must be able to guide their thoughts along lines which are theoretically sane and which lead to sound and valuable conclusions.

8. He must be modest to the extent of being far more concerned about the success of his work than he is in his own personal glory.

If you see any men or women in your land who bear these earmarks, know that they belong to us.

We are not concerned with their ancestral origin, the political party with which they vote, or the church which they attend. What we are interested in is—a heart that beats nobly, a body that works efficiently, a brain that thinks clearly, and a will that drives surely.

I'll meet you at the University summer school next week,

Devotedly,

Martha

HILDA'S MEDITATIONS

1. Those men were typical politicians. They had always wanted what the people now demand. Is that the right attitude for a public official to take? Should they lead or follow public opinion? How so?

2. If the salary of regular teachers is one thousand dollars per year, is two thousand too little, enough, or too much for a helping-

teacher (supervisor)? How much more experience and educational equipment should a helping-teacher have than the teachers with whom he works?

3. Are those reasonable standards which the commissioners set for the helping-teachers? Can the results of supervision always be such that the business men could see and understand them?

4. I wonder if teachers are too modest in their claims! Do small expectations and small demands pauperize their cause?

5. I agree with Martha that Gem County is in need of some superior educators. Could such be had for two thousand per year? Can we grow such? Would big demands for such have any influence in creating them? Would more men enter the school work if the demand were sufficient, the outlook large, and the compensation larger than that obtainable for other work?

6. Should political party, nationality, or church affiliation be considered in the selection of a helping-teacher? What are the elements that should be considered?

What Hilda Read in order to Answer Her Questions:

The Supervision of Instruction—Nutt. Chapter XVI.
The Value of School Supervision—M. S. Pittman. Chapters VIII and IX.

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